



Kindergarten Writing Curriculum

Oradell Public School District
Oradell, NJ

2023

The Kindergarten Writing Curriculum was developed by the Oradell Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLS).

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum 1

Oradell Public School District

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Language Arts, the New Jersey Student Learning Standards for Computer Science and Design Thinking, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, and the inclusion of connections of Social-Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Amy Brancato, Director of Curriculum and Instruction

Our Language Arts Philosophy

We believe in a balanced approach to the teaching of language arts. We develop readers and writers to become thinkers and to develop strategies to become global citizens. We believe that readers need access to books that they find fascinating, time to read, and expert instruction (Richard Allington, 2011). We believe that writers need time, choice, and feedback to be successful. Partnered with explicit instruction in language arts content, a strategy-based curriculum promotes literacy behaviors and skills that contribute to strategic thinking, reading, and writing.

What is Balanced Literacy?

A Balanced Literacy program uses whole language and phonics and aims to include the strongest elements of each. The components of a balanced literacy approach are as follows:

- Reading Workshop
- Read-Aloud
- Shared Reading
- Guided Reading
- Writing Workshop
- Interactive Writing
- Shared Writing
- Word Study

Reading Workshop

What is Reading Workshop?

Throughout the year, students will go on a literacy journey learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop model, teachers implement standards-based minilessons to support whole class goals, followed by individualized small group work, conferences, and assessments that allow for a gradual release of responsibility and differentiated support and challenge for each student's individual learning needs. Ultimately, the workshop will close with a quick culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Minilesson

Each reading workshop lesson begins with explicit instruction in a minilesson. During each minilesson, the teacher introduces a specific concept, also known as a teaching point. Most often, the teaching point focuses on a reading skill and strategy. The teacher will explicitly model or demonstrate the skill for the students. Skills are explicitly modeled during minilessons. The minilesson has four parts: the connection, the teach (demonstration), the active engagement and the link. The teacher chooses a skill and strategy that the class needs based on classroom assessments. During the connection portion of the lesson, the teacher connects prior learning to the current skill. The teacher announces the teaching point: the skill and strategy being taught. In this approach, the teacher shows students how to accomplish the skill by modeling the

strategy in a book with which the students are familiar. The teacher also uses a think-aloud. This method shows students how to think about the text and then allows them to work this out in their own books or a shared text during the active engagement portion of the minilesson. During the link portion of the minilesson, the teacher reminds students about the strategies they can use while they are reading.

Read Aloud

Time is reserved for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full toolbox of reading knowledge. Most importantly, read-aloud time should promote the joy of reading, thinking, sharing, and learning.

Interactive Read-Aloud

An interactive read-aloud is comprised of a series of purposeful activities that engage the class in the book and the strategies that surround it. The following list contains the many parts of an interactive read-aloud:

- Previewing the book
- Scaffolding on prior knowledge
- Modeling vocabulary development
- Teaching reading fluency
- Emphasizing elements of the story
- Asking purposeful questions
- Using think-alouds to assist comprehension
- Summarizing the story to bring closure

Texts used during the interactive read-aloud should be chosen from a wide variety of genres. They should tap into the readers' interests and be full of rich vocabulary.

Shared Reading

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression

Guided Reading

The purpose of a guided reading group is to support students as they move up to the next reading level. For example, if a group of students demonstrates signs of readiness to reach a new level text, the teacher may gather that group of students to introduce them to the work of reading at that next level. The [Scholastic Leveled Book Room 4.0](#) contains very useful resources adapted from Fountas and Pinnell's work around guided reading called "Behaviors to Notice and Support." These charts are designed for each guided reading level. They provide specific behaviors and understandings that are required at each level for students to demonstrate thinking within, beyond, and about the text. These behaviors and understandings describe what students will be expected to do in order to effectively read and understand the text.

Independent Reading

Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process. Based on data from the Teachers College Reading and Writing Project (TCRWP) Assessment

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Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum 4

for Independent Reading Levels, students are guided toward texts that are at an appropriate level to support the individual reader's growth. Specific class time is reserved for independent reading, partner reading, guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings. Leveled classroom libraries support student reading practice.

Teachers conduct the [Teachers College Reading and Writing Project \(TCRWP\) Assessment](#) for Independent Reading Levels several times each year. During the assessment, teachers assess the accuracy of the student's oral reading. In addition, students are asked to retell the story and answer comprehension questions. Teachers also record their noticings about the student's fluency. Ultimately, teachers use the assessment data to determine the highest level that a student can read independently: "That is, the reader has an accuracy rate of 96% or higher and comprehension represented by a strong retelling or at least three correct comprehension questions" (TCRWP Assessment Instructions, 2020). Students are expected to read independently daily at an appropriately rigorous independent reading level. There are also opportunities for students to read at an instructional level, defined as one to two levels above his/her independent level, with support.

Reading Conferences

In a reading conference, teachers check-in with individual students (or small groups of students with specific and similar learning needs) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific teacher-driven questions, teachers will work to:

1. Compliment the student(s).
2. Provide an explicit teaching point.
3. Coach the student as he/she works to apply the skill/strategy.

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent conferences and small group work. Each conference or small group lesson focuses on a particular reading strategy to learn more about individual student reading needs within the small group setting.

Reading Strategy Groups

Teachers may gather strategy groups when students at various levels need support with a specific skill. In strategy groups, students may be reading at different independent reading levels, however, the students may be gesturing toward a similar next step. For example, teachers may gather a group of students based on similar noticings on formative assessments.

Close Reading

Close reading is the rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts.

Book Clubs

Small groups of students may read the same book together in a book club. When students discuss their books they learn through collaboration with peers. Teachers model and guide effective text discussion before releasing students to work in a student-centered book club: selecting the text, determining the pace of reading, preparing for discussion, and facilitating discussion.

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum 5

Writing Workshop

What is Writing Workshop?

The writing workshop framework is used for writing instruction. This is the daily block of time devoted to teaching students to become skilled writers. Each Writing Workshop lesson begins with explicit instruction in a curriculum driven minilesson that is grounded in a clear teaching point. After the minilesson, individual writing conferences take place while the majority of the students are writing independently. This structure allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child's writing.

Minilesson

Writing workshop begins with a minilesson, a short whole class lesson in which the teacher teaches students something about writing (Anderson, 2005). The majority of the class time is spent with students practicing the skill and strategy work that was introduced during minilessons, small group work, and/or shared writing. The teacher will gradually release responsibility to students with strategic levels of support.

Writing Conferences

While students write, teachers move around the classroom conducting writing conferences. In these one-on-one conversations, teachers teach each student about an aspect of writing that meets the students' needs as a writer (Anderson, 2005). According to Lucy Calkins, a writing conference should contain the following parts:

1. Research: Observe and note something to praise and something to grow.
2. Decide: Determine the teaching point.
3. Teach: Coach a part of the student's writing process.
4. Link: Remind the student to use his/her new skills as an author in future writing endeavors.

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child's writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and small group instruction. (See below for Carl Anderson's example of a writing conference form.)

Assessment Notes for _____ Date _____	
What am I learning about this student as a writer?	What do I need to teach this student?

Born on: September 12, 2019
Revised on: August 2022
Annual Revision: OPS BOE Approval

Writing Strategy Groups

Teachers may convene strategy groups when students at various levels need support with a specific writing skill. This is an effective format when a small group of students are struggling with the same writing skill and the teacher can target that particular group.

Independent Writing

This is the time when students practice the skills taught during the minilesson with their own writing. Students are encouraged to write with independence, focus, and stamina in order to produce writing in volume.

Writing Share

Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Interactive Writing (K-1)

Interactive writing supports foundational skills for young writers. In this lesson structure, teacher and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinnell, 2001). Unlike independent writing, where students spell using a developing understanding of sound-symbol relationships (i.e. inventive spelling), interactive writing models correct writing conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text.

Shared Writing (K-6)

Teacher and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

What is the difference between revising and editing?

Revising and editing are not the same part of the writing process. When revising, the author is changing the meaning or way in which the reader perceives, experiences and interprets a piece of writing. This can be accomplished by adding new thoughts, clarifying existing thoughts, choosing more descriptive words, improving overall understanding of ideas presented, enhancing character development, adding more detail, or eliminating unnecessary elements.

When editing, the overall piece remains exactly the same, but the writer fixes the mistakes they have made, such as typos, grammatical errors, and spelling mistakes. This is an ideal point in the unit to teach grammar lessons, as students can apply what they learn to their own pieces of writing.

Word Study

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum 7

Oradell Public School District utilizes an integrated approach to word study. Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments during the literacy block. Word study time begins in Kindergarten with early literacy concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and vocabulary.

Phonics Resource for Primary Grades

Beginning in the 2018-2019 school year, Oradell Public School is implementing the Wilson Foundations program for Kindergarten and 1st grade. Teachers will use the Foundations materials during their literacy block to build students' phonics/vocabulary skills. Through Foundations, emerging readers review letters, their sounds, and how to form them, along with strategies for segmenting and blending words as they try to read and spell them. They also learn about the many aspects of word and sentence structure. Echo, an owl puppet children love, encourages them as they learn through repetition, build sounds and words with magnet letters, and engage in other visual, auditory, oral, and kinesthetic activities that foster literacy.

Word Study in the Upper Grades

Students in grades 2-6 engage in multiple ways into a deeper study of vocabulary. Word study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students do not learn to spell one word at a time. Word study is also designed to build word knowledge that can be applied to both reading and spelling. Students in grades 3-5 utilize *Wordly Wise 3000: Direct Academic Vocabulary Instruction* as their word study resource while students in grade 2 will use the *Sadlier Vocabulary Workshop Book: Purple* as their word study resource. Students in grade 6 utilize *Sadlier Vocabulary Workshop: Level A* as their resource. Both *Wordly Wise* and *Sadlier* are resources, as teachers use many other word study strategies and materials to support vocabulary development in their classrooms. The more students understand academic vocabulary, the easier it is for them to understand the information they may read or hear about a topic (Marzano, 2005).

Grammar

Oradell Public School District believes in an embedded and inquiry-based approach to the teaching of grammar. To this end, we have developed a [Standards-based Continuum](#) of grammar and mechanics skills that are to be taught at each grade level. The continuum should also be used to differentiate the lessons taught to individual and small groups of students. For example, a student in the 4th grade may work on "using relative pronouns" but, based on assessment, another will be in a small group on "using collective nouns" (a 2nd-grade skill).

All About the Language Arts Curriculum

How was the curriculum developed?

The Oradell Public School District's curriculum consists of reading and writing units that have been inspired by the Lucy Calkins Units of Study for Teaching Reading (K-6) and the Lucy Calkins Units of Study for Teaching Writing (K-5 and Middle School) further supported by the [Teachers College Reading and Writing Project](#) (TCRWP). Please see the "Professional Resources" section at the end of each unit for specific

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum 8

books used. Additionally, grade-level writing rubrics for narrative, informational, and opinion writing are provided. The OPS rubrics have been linked to the document as Google Docs for ease of use; teachers can make a copy and revise for specific units as needed. Teachers are encouraged to collaborate to create additional minilessons and formative assessments for the whole group, small-group, and individual conferences.

Each unit contains bends and corresponding teaching points. The first part of the teaching point can also be read as an essential question. A bend is the section of each unit that groups particular teaching points. A teaching point addresses both the skill and strategy that will be practiced in a given reading or writing block. The teaching points in the curriculum are meant as a menu of options and are chosen based on assessment.

Modifications

The modifications section at the end of each bend is meant to help guide the differentiation of the units for students with IEPs, English Language Learners, Tier 2 At-Risk students (students in Basic Skills) and Gifted and Talented students. Carol Ann Tomlinson defines differentiation as tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction (Tomlinson, 2000).

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

1. Content: what the student needs to learn or how the student will get access to the information
2. Process: activities in which the student engages in order to make sense of or master the content
3. Products: culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
4. Learning environment: the way the classroom works and feels

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Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

Oradell Public School District

Suggested Pacing Guide for Reading & Writing Units Kindergarten

Unit	Approximate Months	Reading Unit	Writing Unit	Phonics	Grammar Skills
1	September-October	We Are Readers	Launching Writing Workshop: Looking Closely and Narrative	Fundations Level K Unit 1 Weeks 1-4	Printing MANY Letters
2	October	Emergent Reading: Looking Closely at Familiar Texts	INFORMATION: How-To Books	Fundations Level K Unit 1 Weeks 5-8	Writing Letters for Consonants and Short Vowel Sounds
3	November-December	Reading Super Powers	INFORMATION: All About Books	Fundations Level K Unit 1 Weeks 9-12	Understanding and Using Question Words
4	January-February	Bigger Books, Bigger Reading Muscles with Just Right Books	NARRATIVE: Writing for Readers	Fundations Level K Unit 2 Weeks 1-4	Using Capitalization and Punctuation
5	February-March	Growing Expertise in Informational Books	OPINION: Persuasive Writing of All Kinds	Fundations Level K Unit 3 Weeks 1-6	Using Prepositions
6	April-May	Becoming Avid Readers	NARRATIVE: Authors as Mentors/Personal Narrative	Fundations Level K Unit 4 Weeks 1-4	Using Nouns and Verbs Producing and Expanding Complete Sentences
7	May-June	Super Readers Have Sidekicks	Poetry: Powerful Thoughts in Tiny Packages	Fundations Level K Unit 5 Weeks 1-6	Forming Plural Nouns

Note: Highlighted activities indicate [Holocaust Awareness](#), [Amistad Commission](#), or [Asian American Pacific Islander](#) legislation related activities.

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Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

Kindergarten Writing Curriculum

Unit 1: Launching the Writing Workshop/Looking Closely and Narrative

Unit Overview

This first unit is designed to teach students the structure of the Writing Workshop and help them learn to write and draw with independence, confidence, and stamina. Routines and procedures will be taught throughout the unit. The writing process starts with content and images and then, drawing representationally to put that meaning onto the page. Students will be introduced to non-fiction and narrative writing. Students will learn to use letter sounds and pictures to approximate writing. Kindergarteners will develop phonemic awareness as they stretch out words, listen for the sound, and then write the corresponding letter. They will learn to use tools and resources in the classroom to help with their writing. In the last bend of the unit, students will be “writing stories” and will be encouraged to share true stories from their lives. Students will draw what happened first, then touch each page to tell each part of the story, and finally write the story across the pages. With guidance and support, children will pick their best piece and add details. The unit will conclude with a celebration to share their writing with others.

Enduring Understandings

Writers will:

- Develop ideas through observation of the world around them, personal experiences, and conversations with others.
- Remember those ideas and record them.
- Begin the use of a writing process and learn how that will impact their writing.

Assessments:

Pre-Assessment	Post-Assessment
<p>Teacher Instructions: <i>Please read aloud the writing prompt below to your students and make sure that it is visible for them. Please offer suitable paper choices for your students. (A large box to draw their response with one line for writing is appropriate.) Please use the OPS Rubric for Narrative Writing Kindergarten to score.</i></p> <p>Prompt: We all have family. We like to spend time with our family. Write about a time when you did something special with your family.</p>	<p>Teacher Instructions: <i>Please read aloud the writing prompt below to your students and make sure that it is visible for them. Please offer suitable paper choices for your students. (A large box to draw their response with one line for writing is appropriate.) Please use the OPS Rubric for Narrative Writing Kindergarten to score.</i></p> <p>Prompt: We all have family. We like to spend time with our family. Write about a time when you did something special with your family.</p>
Possible Ongoing Assessments	

Born on: September 12, 2019

Revised on: August 2022

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Oradell Public School District K Writing Curriculum

- Teacher Conferring
- Small Group Skill/Strategy Lessons
- Pre/Post Assessments
- Published piece scored using the [OPS Rubric for Narrative Writing Kindergarten](#)

Standards (NJSL) Addressed in this Unit

Reading Literature
<p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p>
Reading Informational Text
<p>RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p>
Reading Foundational Skills
<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>A. Follow words from left to right, top to bottom, and page by page.</p> <p>B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p>
Writing
<p>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.</p> <p>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.</p>
Speaking & Listening
<p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>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).</p> <p>B. Continue a conversation through multiple exchanges.</p>

Born on: September 12, 2019

Revised on: August 2022

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Oradell Public School District K Writing Curriculum

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

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.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Computer Science and Design Thinking

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.AP.4: Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP6 Model integrity, ethical leadership and effective management.

Interdisciplinary Connections

Comprehensive Health and Physical Education

2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Born on: September 12, 2019

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Oradell Public School District K Writing Curriculum

Social Studies

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Unit 1: Launching the Writing Workshop/Looking Closely and Narrative Suggested Teaching Points

Unit 1/Bend 1: Living Like Writers, Living Like Scientists

Writers will notice the world around them by...

- Drawing pictures of what they notice and labeling the drawings.
- Drawing all the small details that they see.
- Spelling words the best they can so that others can read them.
- Making plans to teach lots and lots.
- Saying all of things they want to teach across their fingers and then writing it on paper.
- Writing more:
 - elaborating
 - writing sentences
 - adding details
- Looking back at their pictures and adding more detail:
 - adding more to words
 - zooming in on details
 - adding another page
- Making pattern books using high frequency words.
- Using “fancy” words from charts, books, and other resources around the room.
- Rereading their work:
 - adding to words
 - adding to pictures
 - adding color
- Sharing their writing.

Unit 1/Bend 2: We Are All Writers

Writers will continue to write by...

- Putting ideas on paper with pictures and words.
- Knowing that “When We Are Done, We Have Just Begun.”
- Carrying on independently as writers.
- Calling to mind what you want to say, then putting that onto the page.
- Stretching out words to write them.
- Writing even hard-to-write ideas.

Unit 1/Bend 3: Writing Stories

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

Writers write stories by...	<ul style="list-style-type: none"> ● Gathering ideas for stories and practicing storytelling. ● Planning stories page by page. ● Planning and telling stories across pages. ● Adding more details to pictures and stories. ● Stretching and writing words: <ul style="list-style-type: none"> ○ Hearing and recording sounds in sequence. ● Bringing our writing to life: <ul style="list-style-type: none"> ○ Adding dialogue and speech bubbles. ● Using everything to make their writing the best they can be.
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Unit 1/Bend 4: Preparing for Publication

Writers prepare for publication by...	<ul style="list-style-type: none"> ● Editing their own piece ● Reading into the circle: <ul style="list-style-type: none"> ○ An author's celebration
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Unit 1: Grammar/Mechanics

Print Many Upper and Lower Case Letters	
Writers will be able to print many letters by...	
<ul style="list-style-type: none"> ● Using classroom resources, i.e. alphabet chart, word wall, environmental print. ● Stretching out words. 	

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

<ul style="list-style-type: none"> ● Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing. ● Refer to student's IEP goals and modifications. ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use rubrics and checklists that are appropriate to the writer's current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing. ● Provide a variety of paper (with highlighting) as needed to meet the learner's needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs. ● Set writing goal for assignment and then focus only on that goal.
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- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Use sentence starters or frames when possible.
- Provide frequent breaks.
- Build anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Use individual “Heart Map” to generate ideas.
- Define emotions and feelings.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to writer’s individual level.

Students with 504 Plans

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Refer to the student’s 504 goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Use sentence starters or frames when possible.
- Provide frequent breaks.
- Build anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Use individual “Heart Map” to generate ideas.
- Define emotions and feelings.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to writer’s individual level.

Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use rubrics and checklists that are appropriate to the writer’s current level.

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Use sentence starters or frames when possible.
- Provide frequent breaks.
- Build anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Use individual “Heart Map” to generate ideas.
- Define emotions and feelings.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to the writer’s individual level.

English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Allow use of bilingual picture dictionary with adult support.
- Allow use of computer translator program.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Use sentence starters or frames when possible.
- Build anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Use “Heart Map” to generate ideas.
- Define emotions and feelings.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to the writer’s individual level.

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

- Use rubrics and checklists that are appropriate to the writer’s current level.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set writing goal for assignment that is rigorous yet on level for this particular student.
- Incorporate differentiated writing techniques appropriate to writer’s individual level.

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts:

Alphabet Books:

Chicka Chicka Boom Boom by Bill Martin and John Archambault

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

ABC An Amazing Alphabet Book by Dr. Seuss
Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate
The ABC Bunny by Wanda Ga'g
Apple Banana Cherry by Joy Cowley

Pattern Books:

Brown Bear, Brown Bear by Bill Martin, Jr. & Eric Carle
I Can Run by Gay Su Pinnell
Silly Sally by Audrey Wood
Five Little Monkeys by Eileen Christelow
The Napping House by Audrey Wood
Cookie's Week by Tomie dePaola

Professional Resources

Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*.
Portsmouth, NH: Heinemann.

Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins with Colleagues from the
Teachers College Reading and Writing Project: How-To Books, Writing to Teach Others, Grade
Kindergarten, Unit 3 Information by Lucy Calkins, Laurie Pessah, and Elizabeth Moore

Wilson *Foundations* Level Kindergarten

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

20

Oradell Public School District K Writing Curriculum

Unit 2 Information: How-To Books

Unit Overview

Kindergarteners know how to do many things such as washing their hands, building a snowman, or drawing a flower. This unit aims to teach students that they are experts and can share their expertise with others by crafting “how-to” books. Then, they focus on teaching others what we know. It is a type of procedural writing which requires clarity, sequence, and explicitness. To prepare for this unit, teachers will want to gather examples of procedural writing from the “real-world.” You can gather recipes, cookbooks, instructions for playing games, or making craft projects, and so on to use as mentor samples of writing with students. This unit will be richer for students if they are provided with hands on experiences. In order to help students grasp what it means to write “how-to” books, teachers may ask students to model the task in class to help them write out each step. These skills can also be demonstrated in a shared or interactive writing model by creating a how to get ready for snack example

In this unit, providing graphic organizers for planning is important. Teachers should provide different types paper that will scaffold student writing. Use paper choice as a way of differentiating instruction for all students.

Enduring Understandings

Writers will:

- Teach others what they know through writing clear, sequenced directions.
- Craft writing in sequential order.

Assessments

Pre-assessment	Post-assessment
<p>Teacher Instructions: <i>Please read aloud the writing prompt below to your students and make sure that it is visible for them. Please offer suitable paper choices for your students. (A large box to draw their response with one line for writing is appropriate.) Please use the</i></p>	<p>Teacher Instructions: <i>Please read aloud the writing prompt below to your students and make sure that it is visible for them. Please offer suitable paper choices for your students. (A large box to draw their response with one line for writing is appropriate.) Please use the</i></p>

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

<p><u>OPS Rubric for Informational Writing Kindergarten to score.</u> <i>The teacher will show the students a picture or an object (i.e., a plant, a food object, Lego, a shape).</i></p> <p>Prompt: Tell me everything you know about this picture/object OR tell me how to do something.</p>	<p><u>OPS Rubric for Informational Writing Kindergarten to score.</u> <i>The teacher will show the students a picture or an object (i.e., a plant, a food object, Lego, a shape).</i></p> <p>Prompt: Tell me everything you know about this picture/object OR tell me how to do something.</p>
Possible Ongoing Assessments	
<ul style="list-style-type: none"> ● Teacher Observation ● Conference Notes ● Guided Writing ● Small Group Skill/Strategy Lessons ● Pre/Post Assessments ● Published piece to be scored using the <u>OPS Rubric for Informational Writing Kindergarten</u> 	

Standards (NJSLs) Addressed in this Unit

Reading Literature
<p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>
Reading Informational Text
<p>RI.K.1. With prompting and support, ask and answer questions about key details in a text. RI.K.3. With prompting and support, describe the connections between two individuals, events, ideas, or pieces of information in a text RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>
Reading Foundational Skills
<p>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. RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p>
<p>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.</p>

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

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.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.

Language

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.
- 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.

Computer Science and Design Thinking

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.AP.4: Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

Interdisciplinary Connections

Social Studies

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Unit 2 Information: How-To Books

Suggested Teaching Points

Unit 2/Bend 1: Writing How-To-Books, Step by Step

Writers will begin learning about procedural writing by...

- Studying the kind of writing they plan to make (This mini-lesson can be covered over multiple days as needed.):
 - Reading and talking about a How-To book and letting children explore various How-To books.
 - Discussing what an expert is and chart what they are experts on (*Think Pad* or other graphic organizer).
 - Participating in a teacher directed shared How-To writing. (This piece of shared writing can be adapted for use throughout the unit)
- Using what they already know:
 - Touching and telling the steps across the pages.
- Asking, “Can I Follow This?”
- Answering a partner’s questions.
- Labeling their diagram to teach even more information.
- Writing as many books as they can.
- Reflecting and setting goals to create their best informational writing.

Unit 2/Bend 2: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones

Writers revise their writing by...

- Emulating features of informational writing using a mentor text.
- Using the word “you.”
- Picturing each step and then choosing exactly the right words to express their ideas.
- Elaborating by guiding readers with warnings, suggestions, and tips.
- Using comparisons to give readers clear directions.

Unit 2/Bend 3: Keeping Readers in Mind

Writers prepare for publication by...

- Planning and writing a materials needed page.
- Writing introductions and conclusions to help their reader.
- Using everything you know to make their How-To Books easy to read.
- Preparing a dedication page: How-To Books make wonderful gifts!
- Preparing for the publishing party:
 - Writers do their best work now to share it later
 - Using a checklist

Born on: September 12, 2019

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Oradell Public School District K Writing Curriculum

Unit 2: Grammar and Mechanics

Write a letter or letters for most consonant and short-vowel sounds

Writers will be able to write a letter or letters for most consonant and short-vowel sounds by...

- Using Wilson *Foundations* sound cards and tapping.
- Using Wilson *Foundations* letter formation strategies.

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing.
- Refer to student's IEP goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Use sentence starters or frames when possible.
- Provide frequent breaks.
- Build anchor chart and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Define steps and diagrams.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to writer's individual level.

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing.
- Refer to the student's 504 goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

- Use flexible grouping.
- Use rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
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- Use sentence starters or frames when possible.
- Provide frequent breaks.
- Build anchor chart and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Define steps and diagrams.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to writer's individual level.

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing.
- Refer to student's IEP goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Use sentence starters or frames when possible.
- Provide frequent breaks.
- Build anchor chart and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Define steps and diagrams.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to writer's individual level.

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing.

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

- Allow use of bilingual picture dictionary with adult support.
- Allow use of computer translator program.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Use sentence starters or frames when possible.
- Build anchor chart and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Define steps and diagrams.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to writer's individual level.

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use rubrics and checklists that are appropriate to the writer's current level.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set writing goal for assignment that is rigorous yet on level for this particular student.
- Incorporate differentiated writing techniques appropriate to writer's individual level.

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

- Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

How To Make A Valentine by Dale Gordon (Mondo)
The Pumpkin Book by Gail Gibbons
How A House is Built by Gail Gibbons
Play Ball by JoAnn Vandine (Mondo)
Make A House by Jennifer Nichols
How To Make a Mudpie by Rozanne Lanczak Williams

Professional Resources

Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*.
 Portsmouth, NH: Heinemann.
Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins with Colleagues from the
 Teachers College Reading and Writing Project: How-To Books, Writing to Teach Others, Grade
 Kindergarten, Unit 3 Information by Lucy Calkins, Laurie Pessah, and Elizabeth Moore
Wilson Foundations Level Kindergarten

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Unit 3 Information: All-About Books

Unit Overview

This unit takes children on a writing journey that builds in sophistication. It teaches children how to make a basic type of information book that culminates in a picture book. The unit begins by immersing children in many different types of informational picture books. Students will notice the different features of this new genre such as Table of Contents, Captions, and Diagrams. This unit will emphasize organization and making sure that the pages of the All-About book fit together under one main topic. Children will create chapter book(s) that will elaborate and say more on each page. They will use many of the strategies that they are already familiar with to write readable writing and will finish their books by using a checklist to self-assess.

Enduring Understandings

Writers will:

- Teach others facts about a topic through writing.
- Organize their writing in a way that informs their audience on a given topic.

Assessments

Pre-assessment	Post-assessment
<p>Teacher Instructions: <i>Please read aloud the writing prompt below to your students and make sure that it is visible for them. Please offer suitable paper choices for your students. (A large box to draw their response with one line for writing is appropriate.) Please use the OPS Rubric for Informational Writing Kindergarten to score.</i> <i>The teacher will show the students a picture or an object (i.e., a plant, a food object, a Lego, a shape).</i></p> <p>Prompt: Tell me everything you know about this picture/object.</p>	<p>Teacher Instructions: <i>Please read aloud the writing prompt below to your students and make sure that it is visible for them. Please offer suitable paper choices for your students. (A large box to draw their response with one line for writing is appropriate.) Please use the OPS Rubric for Informational Writing Kindergarten to score.</i> <i>The teacher will show the students a picture or an object (i.e., a plant, a food object, a Lego, a shape).</i></p> <p>Prompt: Tell me everything you know about this picture/object.</p>
Possible Ongoing Assessments	
<ul style="list-style-type: none">• Teacher Observation• Conference Notes• Guided Writing• Small Group Skill/Strategy Lessons• Pre/Post Assessments• Published Pieces to be Assessed Using the OPS Rubric for Informational Writing Kindergarten	

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

Standards (NJSLs) Addressed in this Unit

Reading Literature
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
Reading Informational
RI.K.1. With prompting and support, ask and answer questions about key details in a text. RI.K.2. With prompting and support, identify the main topic and retell key details of a text. RI.K.3. With prompting and support, describe the connections between two individuals, events, ideas, or pieces of information in a text RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
Reading Foundation
RF.K.1. Demonstrate understanding of the organization and basic features of print. D. Follow words from left to right, top to bottom, and page by page. E. Recognize that spoken words are represented in written language by specific sequences of letters F. Understand that words are separated by spaces in print. RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. B. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. C. Read high-frequency and sight words (trick words) with automaticity.
Writing
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details). W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening
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.

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

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.

Language

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.
 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.

Computer Science and Design Thinking

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
 8.1.2.AP.4: Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.
 CLKSP4 Demonstrate creativity and innovation.

Interdisciplinary Connections

Social Studies

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Science

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Unit 3: Information All-About Books

Suggested Teaching Points

Unit 3/Bend 1: Writing All-About Books on Topics We Love

Writers will craft their own All-About Books by...

- Studying the kind of writing they plan to make (This minilesson can be covered over multiple days as needed.)
 - Reading and talking about All-About Books and letting children explore various published texts.
 - Participating in a teacher directed shared All-About Writing.

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

	<p>(This piece of shared writing can be adapted for use throughout the unit)</p> <ul style="list-style-type: none"> • Structuring the All-About Book by creating an organizer to choose their categories (this can be turned into a Table of Contents). • Staying on Topic (Categories can be highlighted in different colors to coordinate with writing paper to aide in organization). • Choosing the kind of paper needed for each chapter. • Making labeled diagrams to teach readers about the different parts of an object.
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Unit 3/Bend 2: Writing Longer Books Right from the Start

<i>Writers revise their writing by...</i>	<ul style="list-style-type: none"> • Thinking “What else do I know about my topic that I can teach people?” • Making sure they are teaching facts and not giving their opinion. • Adding “Fun Facts” or “Tips” to their books. • Sharing with a partner: <ul style="list-style-type: none"> ○ Listening to questions that the partner has. ○ trying to write in a way that will answer those questions.
<i>Writers write long by...</i>	<ul style="list-style-type: none"> • Saying more about their topic so that they are really teaching others. • Using pictures to tell their story. • Labeling their work. • Investigating their topic by asking questions.

Unit 3/Bend 3: Revising to Add Text Features and Prepare for Publishing

<i>Writers prepare for publishing by...</i>	<ul style="list-style-type: none"> • Looking through all of their pieces and picking one to publish. • Adding more pages of information and more sentences on each page. • Making decisions on how their All-About Books go together and how they will look. • Creating an appropriate cover page (optional - can include a title page and/or dedication page). • Rereading their writing multiple times, keeping just one convention in mind as they do this. (Use an Information Writing Checklist to do this work.) • Celebrating this unit by hosting a “Share Fair” where students can share their knowledge and books with other classes.
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Unit 3: Grammar and Mechanics

<p>Understand and Use Question Words (interrogatives) (e.g., who, what, where, when, why, how) Writers will be able to understand and use question words by...</p> <ul style="list-style-type: none"> • Asking and answering questions about a topic.
--

- Learning the meanings of question words.

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing.
- Refer to student's IEP goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Use sentence starters or frames when possible.
- Provide frequent breaks.
- Build anchor chart and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Refer to steps and diagrams.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to writer's individual level.

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing.
- Refer to student's 504 goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Use sentence starters or frames when possible.
- Provide frequent breaks.
- Build anchor chart and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Refer to steps and diagrams.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to writer’s individual level.

Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing.
- Refer to student’s IEP goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Use sentence starters or frames when possible.
- Provide frequent breaks.
- Build anchor chart and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Refer to steps and diagrams.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to writer’s individual level.

English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing.
- Allow use of bilingual picture dictionary with adult support.
- Allow use of computer translator program.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

- Use rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Use sentence starters or frames when possible.
- Build anchor chart and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Define steps and diagrams.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to writer’s individual level.

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use rubrics and checklists that are appropriate to the writer’s current level.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set writing goal for assignment that is rigorous yet on level for this particular student.
- Incorporate differentiated writing techniques appropriate to writer’s individual level.

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

- Students becoming the “expert” helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

Whales by Gail Gibbons

Sharks by Gail Gibbons

Giant Pandas by Gail Gibbons

Polar Bears by Gail Gibbons

Penguins by Gail Gibbons

Emergent Nonfiction books from individual classroom libraries

Professional Resources

Serravallo, J. (2017) *Writing Strategies Book-Your Everyday Guide to Developing Skilled Writers*
Portsmouth, NH: Heinemann

Calkins, L. and Pessah, L. (2005) *Nonfiction Writing: Procedures and Reports*
Portsmouth, NH: Heinemann

Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins with Colleagues from the
Teachers College Reading and Writing Project: If . . . Then . . . Curriculum, Grade K, Writing
All-About Books: page 44

Wilson Foundations Level Kindergarten

Unit 4 Narrative: Writing For Readers

Unit Overview

This unit teaches students strategies for writing clearer, richer stories and helps them strengthen the conventions and mechanics of their writing. This unit is an opportunity to draw on the natural instinct students have to tell the truth as you channel them to tell true stories from their lives. In class, students have been telling many stories of experiences as well as their own stories to help prepare for this work.

There are four bends in this unit. The first bend ends with teaching students two important skills to clarify their writing: writing sentences and rereading their work as they write. In bend two, teachers will give students additional tools and opportunities to make their writing more powerful and clearer for their readers. Bend three will shift from getting readable words onto their pages to tell more powerful stories through the art of revision. Finally, the unit will culminate with publishing and celebrating their work.

Enduring Understandings

Writers will:

- Create pieces that a reader can read, understand, and enjoy.
- Create rich stories for readers to enjoy.
- Expand their knowledge of basic conventions and mechanics.

Assessments

Pre-assessment	Post-assessment
<p>Prompt: Teacher Instructions: <i>Please read aloud the writing prompt below to your students and make sure that it is visible for them. Please offer suitable paper choices for your students. (A large box to draw their response with one line for writing is appropriate.) Please use the OPS Rubric for Narrative Writing Kindergarten to score.</i></p> <p>Prompt: We all have family. We like to spend time with our family. Write about a time when you did something special with your family.</p>	<p>Prompt: Teacher Instructions: <i>Please read aloud the writing prompt below to your students and make sure that it is visible for them. Please offer suitable paper choices for your students. (A large box to draw their response with one line for writing is appropriate.) Please use the OPS Rubric for Narrative Writing Kindergarten to score.</i></p> <p>Prompt: We all have family. We like to spend time with our family. Write about a time when you did something special with your family.</p>
Possible Ongoing Assessments	
<ul style="list-style-type: none">• Teacher Observation• Conference Notes• Guided Writing	

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

- Small Group Skill/Strategy Lessons
- Pre/Post Assessments
- Published piece to be assessed used the [OPS Rubric for Narrative Writing Kindergarten](#)

Standards (NJSLs) Addressed in this Unit

Reading Literature

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
 RL.K.10. Actively engage in group reading activities with purpose and understanding.

Reading Informational Text

N/A

Reading Foundational Skills

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 A. Demonstrate basic knowledge of one-to-one-letter-sound correspondence by producing many of the most frequently used sounds of each consonant.
 C. Read high-frequency and sight words with automaticity.
 D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Writing

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about 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.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
 SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not Understood.
 SL.K.4. Describe familiar people, places, things, and events and, with prompting and support provide additional details.
 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.

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

Language
<p>L.K.1. Demonstrate command of the conventions of standard English grammar usage when writing or speaking.</p> <p style="padding-left: 20px;">A. Print many upper-and lowercase letters.</p> <p style="padding-left: 20px;">F. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p>
Computer Science and Design Thinking
<p>8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.</p> <p>8.1.2.AP.4: Break down a task into a sequence of steps.</p>
Career Readiness, Life Literacies, and Key Skills
<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p> <p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</p> <p>Practices</p> <p>CLKSP1 Act as a responsible and contributing community member and employee.</p> <p>CLKSP4 Demonstrate creativity and innovation.</p> <p>CLKSP6 Model integrity, ethical leadership and effective management.</p>
Interdisciplinary Connections
<p><u>Social Studies</u></p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p>

Unit 4 Narrative: Writing For Readers

Suggested Teaching Points

Unit 4/Bend 1: Writing Stories that People Can Really Read	
<p><i>Writers write readable stories by...</i></p>	<ul style="list-style-type: none"> ● Rereading their own writing like it is a book. (If students can't figure out what their writing says, they need to fix it up so they can read it). ● Thinking about all of the things they have already learned about writing a true story, looking back to old anchor charts on narrative writing and using them in the new writing. ● Drawing a picture that matches what they were thinking about in order to tell their story. (The picture records who did what.) ● Saying a sentence in his or her mind then writing it word by word. (Hard to Read Writing Anchor Chart) ● Rereading often. (Writers write a little and then read a little, flipping back and forth between being a writer and a reader. "Easy to Read")

Born on: September 12, 2019

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Oradell Public School District K Writing Curriculum

Unit 4/Bend 2: Tools Give Writers Extra Power

Writers use tools to help them write powerful stories by...

- Using checklists to help them write the best that they can.
- Using a vowel chart to help decode medial (middle) sounds in words.
- Using the word wall to write more readable stories.
- Using true storytelling words (authentic language):
 - Stretching out words that may be difficult.
- Using a partner to help make writing more readable.

Unit 4/Bend 3: Partnering for Revision, Making Stories More Fun to Read

Writers revise by...

- Rereading the pictures and the words envisioning one’s story, and asking, “How can I make this better?”
- Inserting materials into different places of their drafts.
- Writing stories with strong leads.
- Working with a partner to answer readers’ questions.

Unit 4/Bend 4: Publishing

Writers prepare for publication by...

- Using all they know to select and revise a piece of their writing to share with the world.
- Writing endings that leave readers with a strong feeling.
- Making their writing clear and beautiful:
 - adding missing bits to drawings
 - adding color to their pictures
 - checking words for neatness
- Celebrating their work.

Unit 4: Grammar and Mechanics

Capitalize the first word in a sentence and the pronoun

Writers will be able to capitalize the first word in a sentence and the pronoun by...

Using a writer’s checklist:

- Rereading their writing
- Recognizing where a sentence begins and ends through shared reading/writing

Recognize and name end punctuation

Writers will be able to recognize and name end punctuation by...

- Using a writer’s checklist
- Rereading their writing
- Recognizing where a sentence begins and ends through shared reading/writing

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Refer to student's IEP goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Edit spelling in sight words and punctuation.
- Use sentence starters or frames when possible.
- Provide examples of labeling.
- Provide frequent breaks.
- Build anchor chart and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to writer's individual level.

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Refer to student's 504 goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
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Born on: September 12, 2019

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Oradell Public School District K Writing Curriculum

- Set writing goal for assignment and then focus only on that goal.
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- Edit spelling in sight words and punctuation.
- Use sentence starters or frames when possible.
- Provide examples of labeling.
- Provide frequent breaks.
- Build anchor chart and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to writer's individual level.

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Refer to student's IEP goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Edit spelling in sight words and punctuation.
- Use sentence starters or frames when possible.
- Provide examples of labeling.
- Provide frequent breaks.
- Build anchor chart and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to writer's individual level.

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Allow use of bilingual picture dictionary with adult support.
- Allow use of computer translator program.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.

Born on: September 12, 2019

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Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

- Use flexible grouping.
- Use rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Edit spelling in sight words and punctuation.
- Use sentence starters or frames when possible.
- Provide examples of labeling.
- Build anchor chart and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to writer's individual level.

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use rubrics and checklists that are appropriate to the writer's current level.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set writing goal for assignment that is rigorous yet on level for this particular student.
- Incorporate differentiated writing techniques appropriate to writer's individual level.

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

influenced by others

- Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

Various Titles by Mo Willems (Knuffle Bunny Series)

Various Titles by Kevin Henkes

Various Titles by Ezra Jack Keats

Various Titles by Jan Brett

Various Titles by Cynthia Rylant

Professional Resources

Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.

Units of Study in Opinion, Information, and Narrative Writing: Writing for Readers, Grade K, Unit 2, Narrative, by Lucy Calkins and Natalie Louis

Wilson *Fundations* Level Kindergarten

Unit 5 OPINION: Persuasive Writing of All Kinds

Unit Overview

In this unit, children will engage in a lot of persuasive writing. They will be creating signs, songs, petitions, and letters about the problems they see in their classroom, school and the larger world of their neighborhood. Teachers will ask children to look at the world around them in new ways, seeing not just what is, but what could be. Students will learn to write words and create pictures to express what they want, using proper language for this new kind of writing. Children will write many letters addressing problems, asking, “Who could help me fix this problem?” Students will learn that when they want to create a change, it is important to convince people to agree with them. Finally, children will be encouraged to take on a whole-class effort, such as protecting the planet. Teachers will invite children to write in a variety of genres asking them to work on individual projects, such as signs, letters, lists, etc. Teachers will remind writers to recall everything they have learned about persuasive writing. Finally, children will publish their best piece, sharing opinions and convincing others to make a change.

Enduring Understandings

Writers will:

- Create pieces to share their opinions and convince others to make a change.
- Use their words and all kinds of writing to make changes for the better.

Assessments

Pre-assessment	Post-assessment
<p>Teacher Instructions: <i>Please read aloud the writing prompt below to your students and make sure that it is visible for them. Please offer suitable paper choices for your students. (A large box to draw their response with one line for writing is appropriate.) Please use the OPS Rubric for Opinion Writing Kindergarten to score.</i></p> <p>Prompt: We are all in kindergarten. We all have a favorite part of our school day. Write about your favorite part of your kindergarten day and tell why you like it.</p>	<p>Teacher Instructions: <i>Please read aloud the writing prompt below to your students and make sure that it is visible for them. Please offer suitable paper choices for your students. (A large box to draw their response with one line for writing is appropriate.) Please use the OPS Rubric for Opinion Writing Kindergarten to score.</i></p> <p>Prompt: We are all in kindergarten. We all have a favorite part of our school day. Write about your favorite part of your kindergarten day and tell why you like it.</p>
Possible Ongoing Assessments	
<ul style="list-style-type: none">• Teacher Observation• Conference Notes• Guided Writing• Small Group Skill/Strategy Lessons	

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

- Pre/Post Assessments
- Published Pieces Assessed Using the [OPS Rubric for Opinion Writing Kindergarten](#)

Standards (NJSLs) Addressed in this Unit

Reading Literature
N/A
Reading Informational Text
<p>RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>RI.K.4. Ask and answer questions about unknown words in a text.</p> <p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p>
Writing
<p>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.</p>
Speaking & Listening
<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>
Language
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
Computer Science and Design Thinking
<p>8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.</p> <p>8.1.2.AP.4: Break down a task into a sequence of steps.</p> <p>8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.</p>
Career Readiness, Life Literacies, and Key Skills
<p>9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).</p> <p>9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).</p>

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP6 Model integrity, ethical leadership and effective management.

Interdisciplinary Connections**Social Studies**

6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Unit 5 OPINION: Persuasive Writing of All Kinds**Suggested Teaching Points****Unit 5/Bend 1: Exploring the World and Making it a Better Place*****Writers explore opinion writing by...***

- Asking, “Where is there a problem?”
 - Writers will think of a problem and then think of ways to solve it.
 - Writers will write to make the world a better place.
- Convincing people:
 - providing reasons and consequences.
- Generating more and more writing for different causes:
 - they write to different people, in different ways, and suggest different solutions.
- Rereading and fixing up their writing:
 - writers think, “How can I make this even better?” Then they change their writing, without anyone telling them what to do.
 - writers are the bosses of their own writing.
- Thinking of all the ways they know how to write words, then deciding which strategies they will use to spell the best they can.
- Spreading the word (mini-celebration):
 - Opinion writers get their words out into the world so lots of people will be able to know and care about the message.

Unit 5/Bend 2: Sending our Words Out into the World***Writers get their words out into the world by...***

- Writing letters as if they are talking to their readers.
- Studying a mentor text (a guided inquiry).
- Writing letters to many different people, angling those letters to the

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

	<p>different audiences.</p> <ul style="list-style-type: none"> ● Imagining possible solutions for how to fix the problem they are writing about. ● Choosing a letter to mail that is the most convincing.
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Unit 5/Bend 3: Persuasive Writing Projects

<p>Writers tackle persuasive writing projects by...</p>	<ul style="list-style-type: none"> ● Recalling all they already know how to do: <ul style="list-style-type: none"> ○ Writers think, “What do I know about ways writers can make the world better?” ● Sounding like an expert. Writers make their writing convincing by including facts that teach readers important information about their topic. ● Editing for punctuation: <ul style="list-style-type: none"> ○ writers reread their writing to be sure to have included the right punctuation that will tell readers how to read their piece. ● Planning and rehearsing speeches: <ul style="list-style-type: none"> ○ writers will make a plan for the ideas they want to share when giving a persuasive speech. ● Fixing and fancying up for publication: <ul style="list-style-type: none"> ○ writers revise and edit their writing using writing tools such as a checklist. ● Celebrating their writing.
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Unit 5: Grammar and Mechanics

<p>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by with) Writers will be able to use the most frequently occurring prepositions by...</p> <ul style="list-style-type: none"> ● Reading and writing kindergarten sight words
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Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Persuasive/Opinion Writing. ● Refer to student’s IEP goals and modifications. ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use rubrics and checklists that are appropriate to the writer's current level.

- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Edit spelling in sight words and punctuation.
- Use sentence starters or frames when possible.
- Provide examples of labeling.
- Provide frequent breaks.
- Build anchor chart and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to writer's individual level.

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Persuasive/Opinion Writing.
- Refer to student's 504 goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
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- Provide direct and explicit instruction.
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Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Persuasive/Opinion Writing.

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

- Refer to student's IEP goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
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- Provide frequent breaks.
- Build anchor chart and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to writer's individual level.

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Persuasive/Opinion Writing.
- Allow use of bilingual picture dictionary with adult support.
- Allow use of computer translator program.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use flexible grouping.
- Use rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Edit spelling in sight words and punctuation.
- Use sentence starters or frames when possible.
- Provide examples of labeling.
- Build anchor chart and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to writer's individual level.

Gifted and Talented

Born on: September 12, 2019

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Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Persuasive/Opinion Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use rubrics and checklists that are appropriate to the writer’s current level.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set writing goal for assignment that is rigorous yet on level for this particular student.
- Incorporate differentiated writing techniques appropriate to writer’s individual level.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

Suggested Mentor Texts

I Wanna Iguana by Karen Kaufman Orloff

The Great Kapok Tree by Lynne Cherry

Edwina, the Dinosaur Who Didn't Know She Was Extinct by Mo Willems

Don't Let The Pigeon Drive The Bus! by Mo Willems

The Day The Crayons Quit by Drew Daywalt

Professional Resources

Units of Study in Opinion, Information, and Narrative Writing: Persuasive Writing of All Kinds, Using Words to Make a Change, Grade K, Unit 4, Opinion, by Lucy Calkins and Elizabeth Dunford

Kindergarten Writing Workshop Curriculum: Unit 5, Persuasive & Opinion Writing

Wilson *Foundations* Level Kindergarten

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

52

Oradell Public School District K Writing Curriculum

Unit 6 NARRATIVE: Authors as Mentors/Personal Narrative

Unit Overview

In this unit, students will study the connections between the work they do as readers and the work they do as writers as they craft true stories based on moments from their lives. Students will draw on their own life stories to create the longest and the most beautiful stories imaginable. Students will revisit many of the strategies previously taught to write compelling true stories that are easy to read and understand. This unit will give kindergarteners a lot of practice with drafting and revising. Much of this work will be done by studying the craft of a favorite author to help discover ways to make their writing more interesting as well as writing with increased volume. Students will be encouraged to try some of the different writing styles and techniques inspired by a favorite author.

Enduring Understandings

Writers will:

- Draw on their own lives to come up with ideas for stories.
- Make plans to write long stories.
- Write so that others can read their writing.
- Look at mentor texts to find ways to strengthen their own writing.
- Make connections between true stories and made-up stories to use in their own writing.

Assessments

Pre-assessment	Post-assessment
<p>Teacher Instructions: <i>Please read aloud the writing prompt below to your students and make sure that it is visible for them. Please offer suitable paper choices for your students. (A large box to draw their response with one line for writing is appropriate.) It is recommended that you use a book that the children are familiar with as this is an activity focused on writing. Choose a book that discusses friendship or shows characters as friends, i.e., <i>Elephant and Piggie, Frog and Toad</i>, or any book you have read during the year with similar themes. Please use the OPS Rubric for Narrative Writing Kindergarten to score.</i></p> <p>Prompt: We all have friends. We like to spend time with our friends. Write about a time when you did something special with a friend.</p>	<p>Teacher Instructions: <i>Please read aloud the writing prompt below to your students and make sure that it is visible for them. Please offer suitable paper choices for your students. (A large box to draw their response with one line for writing is appropriate.) It is recommended that you use a book that the children are familiar with as this is an activity focused on writing. Choose a book that discusses friendship or shows characters as friends, i.e., <i>Elephant and Piggie, Frog and Toad</i>, or any book you have read during the year with similar themes. Please use the OPS Rubric for Narrative Writing Kindergarten to score.</i></p> <p>Prompt: We all have friends. We like to spend time with our friends. Write about a time when you did something special with a friend.</p>
Possible Ongoing Assessments	

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

- Teacher Observation
- Conference Notes
- Guided Writing
- Small Group Skill/Strategy Lessons
- Pre/Post Assessments
- Published pieces to be scored using the [OPS Rubric for Narrative Writing Kindergarten](#)

Standards (NJSLs) Addressed in this Unit

Reading Literature
<p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p>
Reading Informational Texts
N/A
Writing
<p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about events in the order in which they occurred, and provide a reaction to what happened.</p> <p>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).</p> <p>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.</p> <p>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).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
Speaking & Listening
<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>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.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support to provide additional details.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>
Language

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

B. Use frequently occurring nouns and verbs.

F. Produce and expand complete sentences in shared language activities.

Computer Science and Design Thinking

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.AP.4: Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP6 Model integrity, ethical leadership and effective management.

Interdisciplinary Connections

Comprehensive Health and Physical Education

2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Social Studies

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Unit 6 Narrative: Authors as Mentors/Personal Narrative

Suggested Teaching Points

Unit 6/Bend 1: Using What We Know as Readers to Write Well: Reading and Writing Connections

Writers write better stories by...

- Taking a picture walk through the pages of a book to get an idea about how a story will go.
- Studying how an author starts a story and trying that strategy out in their own writing.
- Planning stories across many pages:
 - writing them in order with a beginning, middle, and end
- Rereading as they write, fixing anything that does not make sense. by asking, “Does that sound right?”

Born on: September 12, 2019

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Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

	<ul style="list-style-type: none"> ● Stretching out the main part of the story. ● Zooming in on a small moment. ● Using checklists (includes conventions, word walls, and partners).
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Unit 6/Bend 2: Reading Like a Writer: Using Mentor Texts

Writers can improve their craft by...	<ul style="list-style-type: none"> ● Ending a story by showing feelings or thinking using words and pictures. ● Adding speech bubbles. Writers can make the people in their stories talk back and forth like they are having a conversation. <ul style="list-style-type: none"> ○ One way you can do this is by thinking, “Hmm. What would they say next?” and adding more speech bubbles. ● Making their books fun to read: <ul style="list-style-type: none"> ○ using bold print or capitalized words to make important words stand out on the page.
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Unit 6/Bend 3: Publication

Writers prepare for publication by...	<ul style="list-style-type: none"> ● Selecting and revising a piece of writing to publish. ● Using their writing partners as peer editors to make their writing better. ● Sharing their writing pieces.
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Unit 6: Grammar and Mechanics

<p>Use frequently occurring nouns and verbs</p> <p>Writers will be able to use frequently occurring nouns and verbs by...</p> <ul style="list-style-type: none"> ● Verbal Exposure ● Text Exposure
<p>Produce and expand complete sentences in shared language activities</p> <p>Writers will be able to produce and expand complete sentences in shared language activities by...</p> <ul style="list-style-type: none"> ● Turning and Talking ● Partner Sharing

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
--

- Refer to student's IEP goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Edit spelling in sight words and punctuation.
- Use sentence starters or frames when possible.
- Provide examples of labeling.
- Provide frequent breaks.
- Build anchor chart and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to writer's individual level.

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Refer to student's 504 goals and modifications.
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Born on: September 12, 2019

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Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

- Incorporate differentiated writing techniques appropriate to writer's individual level.

Students at Risk

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- Refer to student's IEP goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
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English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Allow use of bilingual picture dictionary with adult support.
- Allow use of computer translator program.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use flexible grouping.
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Born on: September 12, 2019

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Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

- Build anchor chart and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to writer's individual level.

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use rubrics and checklists that are appropriate to the writer's current level.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set writing goal for assignment that is rigorous yet on level for this particular student.
- Incorporate differentiated writing techniques appropriate to writer's individual level.

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the "expert" helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.

Born on: September 12, 2019

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Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

Various Titles by Mo Willems (Elephant and Piggie Series)

Various Titles by Kevin Henkes

Various Titles by Ezra Jack Keats

Professional Resources

Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*.
Portsmouth, NH: Heinemann.

Wilson *Foundations* Level Kindergarten

Unit 7: Poetry: Powerful Thoughts in Tiny Packages

Unit Overview

In this unit, students will explore and savor language, valuing voice, repetition, sounds and figurative language (even if they have never heard of these terms). They can learn to read and write with an ear, appreciating and revising the pace and rhythm of words. They can learn to care about their topics and how they write about those topics. Poetry can teach children to deliberately craft their language, trying things on the page on purpose, hoping to create special effects. Poetry can also encourage children to see the world with fresh eyes. Children can learn to see with their hearts and to show their feelings by playing, pretending and imagining with language. They will also learn to have fun with words. This unit will empower kindergarteners to draw on their writing skills learned throughout the year to craft these tiny but powerful forms of writing.

This unit is driven by the *Ingredients of Poetry*:

Ingredient #1: Looking at an ordinary object in a new way.

Ingredient #2: Listening for line breaks.

Ingredient #3: Having big, strong feelings about an object and writing about it.

Enduring Understandings

Writers will:

- Write with precise words.
- Write with strong feelings
- Write using poetic devices.

Assessments

Pre-assessment	Post-assessment
<p>Teacher Instructions: <i>Please read aloud the writing prompt below to your students and make sure that it is visible for them. Please offer suitable paper choices for your students.</i></p> <p>Prompt: Write a poem using what you know.</p>	<p>Teacher Instructions: <i>Please read aloud the writing prompt below to your students and make sure that it is visible for them. Please offer suitable paper choices for your students.</i></p> <p>Prompt: Write a poem using what you know.</p>
Possible Ongoing Assessments	
<ul style="list-style-type: none">• Individual Writing Conferences• Teacher Observation• Conference Notes• Guided Writing• Small Group Skill/Strategy Lessons• Pre/Post Assessments	

Born on: September 12, 2019

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

Oradell Public School District K Writing Curriculum

Standards (NJSLs) Addressed in this Unit

Reading Literature
RL.K.5 Recognize common types of texts (e.g., storybooks, poems)
Writing
W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .) 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).
Speaking & Listening
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 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
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., <i>dog, dogs; wish, wishes</i>).
Computer Science and Design Thinking
8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks. 8.1.2.AP.4: Break down a task into a sequence of steps.
Career Readiness, Life Literacies, and Key Skills
9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Practices CLKSP1 Act as a responsible and contributing community member and employee. CLKSP4 Demonstrate creativity and innovation. CLKSP6 Model integrity, ethical leadership and effective management.

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Interdisciplinary Connections

Theatre

1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).

Unit 7: Poetry: Powerful Thoughts in Tiny Packages

Suggested Teaching Points

Unit 7/Bend 1: Seeing the World in Different Ways

Writers learn to see with a poet's eye by...

- Immersing themselves in poetry books, reading and rereading poetry, and sharing what we notice.
- Viewing the world in different, fresh, and unusual ways:
 - (i.e. *Pencil Sharpener* and *Ceiling* by Zoe Ryder White).
 - using precise words.
- Using all their senses, plus their hearts, minds and imaginations to take in the details of their lives in fresh ways.
- Listening for line breaks.
- Hearing the music in poetry:
 - reading and rereading a poem until it sounds just right.

Unit 7/Bend 2: Strong Feelings

Writers craft powerful poems by...

- Choosing topics and getting started:
 - to choose a good topic, you find a topic that feels
 - big and fills your heart.
 - small like a paper clip or a one moment story.
- Having big, strong feelings about an object and writing about it.
- Starting a poem with feelings about a small object or small moment or detail.
- Using comparisons to convey feelings:
 - we let children know that another way of expressing big feelings is to say the feelings are like something else.

Unit 7/Bend 3: Publishing

Writers prepare for celebration by...

- Choosing a piece to publish.
- Revising for stronger language that paints a picture of the object.
- Telling children that the first step to cleaning up their work is to reread it slowly and carefully, fixing errors as you go.
- Using a poetry checklist.

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Unit 7: Grammar and Mechanics

Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)

Writers will be able to form regular plural nouns orally by adding /s/ or /es/ by...

- Creating a chart of nouns in their singular and plural forms

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Poetry.
- Refer to student's IEP goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Edit spelling in sight words and punctuation.
- Use sentence starters or frames when possible.
- Provide examples of labeling.
- Provide frequent breaks.
- Build anchor chart and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Provide direct and explicit instruction.
- Provide opportunity to review rhyming.
- Define rhythm and provide examples in poetry.
- Incorporate differentiated writing techniques appropriate to writer's individual level.

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Poetry.
- Refer to student's 504 goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.

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- Use preferential seating.
- Use flexible grouping.
- Use rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
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- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Edit spelling in sight words and punctuation.
- Use sentence starters or frames when possible.
- Provide examples of labeling.
- Provide frequent breaks.
- Build anchor chart and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Provide direct and explicit instruction.
- Provide opportunity to review rhyming.
- Define rhythm and provide examples in poetry.
- Incorporate differentiated writing techniques appropriate to writer's individual level.

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Poetry.
- Refer to student's IEP goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing and tell a partner or teacher.
- Edit spelling in sight words and punctuation.
- Use sentence starters or frames when possible.
- Provide examples of labeling.
- Provide frequent breaks.
- Build anchor chart and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Provide direct and explicit instruction.

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- Provide opportunity to review rhyming.
- Define rhythm and provide examples in poetry.
- Incorporate differentiated writing techniques appropriate to writer's individual level.

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Poetry.
- Allow use of bilingual picture dictionary with adult support.
- Allow use of computer translator program.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use flexible grouping.
- Use rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Edit spelling in sight words and punctuation.
- Use sentence starters or frames when possible.
- Provide examples of labeling.
- Build anchor chart and refer to it throughout the unit.
- Demonstrate and model a teacher and/or student sample writing piece.
- Provide direct and explicit instruction.
- Provide opportunity to review rhyming.
- Define rhythm and provide examples in poetry.
- Incorporate differentiated writing techniques appropriate to writer's individual level.

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Poetry.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use rubrics and checklists that are appropriate to the writer's current level.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Allow students to read a variety of poems and create a piece following the poet's style.
- Set writing goal for assignment that is rigorous yet on level for this particular student.
- Incorporate differentiated writing techniques appropriate to writer's individual level.

Social Emotional Learning Competencies

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Revised on: August 2022

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- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

Kids’ Poems by Regie Routman

Various Collections by Jack Prelutsky

Various Collections by Shel Silverstein

Jewels Children’s Play Rhymes Selected by Shelley Harwayne (Mondo)

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