

Mount Laurel Language Arts Curriculum  
Grade K

**Writing Unit**

**Stage 1: Determine the Desired Results**

**Enduring Understanding(s):**

Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.

Writers develop ideas for personal narratives by paying close attention to the small moments in their lives.

Rules and conventions of language help readers understand what is being communicated.

**Essential Question(s):**

How do writers develop a well-written product?

How do writers generate ideas for personal narrative

How do rules of language affect communication?

**Students will be able to:**

**Text Types and Purposes**

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**Production and Distribution of Writing**

- W.K.4. (Begins in grade 3)
- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Research to Build and Present Knowledge**

- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8. With guidance and support from adults, recall information from experiences or gather

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information from provided sources to answer a question.

- W.K.9. (Begins in grade 4)

**Range of Writing**

W.K.10. (Begins in grade 3)

**Conventions of Standard English**

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

Print many upper- and lowercase letters.

Use frequently occurring nouns and verbs.

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

Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

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.

Capitalize the first word in a sentence and the pronoun *I*.

Recognize and name end punctuation.

Write a letter or letters for most consonant and short-vowel sounds (phonemes).

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

**Knowledge of Language**

- L.K.3. (Begins in grade 2)

**Vocabulary Acquisition and Use**

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

**8.1 Interdisciplinary Connection: Educational Technology**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**Integration of 21<sup>st</sup> Century Themes and Skills:**

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- CRP6. Demonstrate creativity and innovation.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

**Stage 2: Assessment Evidence**

**Performance Task:**

Your teacher has read a few picture books to you by the same author. Think about the stories in these books and why they are important to you.

As a shared writing project (in collaboration with your peers), compose a paragraph (about **five sentences**) to explain why you think this author is your favorite writer of children’s stories so far.

Your work will be published in your classroom’s weekly newsletter to parents.

**Other Forms of Assessment:**

Child chooses his/her own topic for writing.

Child’s writing is dated.

Child’s written words support and reflect his/her drawing and/or sketch.

Child uses the sound/symbol process to stretch out words and write what s/he hears (**phonics-based spelling**).

Child uses the word wall, other classroom resources, the adult underwriting, and his own standard English (from past Kid Writing drafts) to compose sentences.

**Stage 3: Learning Plan**

**Learning Activities: Stage 3**

*Kid Writing: A Systematic Approach to Phonics, Journals, and Writing Workshop:* Eileen G. Feldgus and Isabell Cardonick

**Chapter 2:** Creating Successful Environments

**Chapter 3:** Start Writing on the First Day of School (introducing the basics; procedures of the writing workshop; encouraging drawing; modeling sounding out words; using magic lines as placeholders; engaging in underwriting/adult writing; instructing minilessons; identifying high frequency words; and managing time, space, materials, and assistants)

A typical half-day session in the kindergarten classroom may look like this:

**September** through to **January**

9:00-9:30 Morning Meeting

9:30-9:55 Writing Workshop: Guided or Independent Writing/Adult Underwriting/Mini-lessons

9:55-10:10 Read Aloud

10:10-10:25 Social Studies/Science/Health

10:25-10:55 Math

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10:55-11:20 Related Arts (music, art, physical education, library)

11:30 Dismissal

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**January through to June Schedule**

9:00-9:30 Morning Meeting

9:30-10:00 Writing Workshop: Guided or Independent Writing/Adult Underwriting/Mini-lessons  
Reading Workshop: Guided Reading/Reader Response

**January through to June Schedule continued:**

10:00-10:15 Read Aloud

10:15-10:30 Social Studies/Science/Health

10:30-11:00 Math

11:00-11:25 Related Arts (music, art, physical education, library)

11:30 Dismissal

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**Modifications**

**Special Education:**

- Use Research, Decide, Teach, Link methodology during conferring with students
- Teacher models own writing
- Show additional number of samples/examples
- Provide additional opportunities to practice
- Use individual teacher/student conferences to address student's needs

**English Language Learners (ELLs):**

- Model Thinking Aloud
- Encourage Partner Talk
- Repeat and Clarify
- Provide a Sequence
- Encourage self-selection of topics
- Target vocabulary
- Scaffold comprehension when reading is used to promote reader response

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<ul style="list-style-type: none"><li>● Use small group table conferences to address needs</li><li>● Develop target vocabulary</li><li>● Scaffold comprehension when reading is used to promote reader response</li><li>● Use graphic organizers to develop key concepts/ideas</li><li>● Teach key aspects of a topic. Eliminate nonessential information.</li></ul>	<ul style="list-style-type: none"><li>● Scaffold content-literacy reading</li><li>● Allow products to demonstrate student's learning</li><li>● Provide on-going feedback</li></ul>
<p><b>Students at Risk of School Failure:</b></p> <ul style="list-style-type: none"><li>● Utilize TIME Mentor Program</li><li>● Build a relationship</li><li>● Allow flexible due dates</li><li>● Employ strategies from Classroom Instruction that Works</li><li>● Create the Opportunity to Learn strategies</li><li>● Build lessons around student interests</li></ul>	<p><b>Gifted Students:</b></p> <ul style="list-style-type: none"><li>● Use Flexible grouping</li><li>● Give Independent projects</li><li>● Differentiate product assignments</li><li>● Offer student choice</li><li>● Use multiple intelligence options</li><li>● Provide opportunities to research (Individual/Group)</li><li>● Focus on Habits of Mind</li><li>● Focus on Webb's Depth of Knowledge - Emphasis on Level 4</li></ul>
<p><b>Core Instructional Materials:</b></p> <ul style="list-style-type: none"><li>● <i>Calkins Units of Study in Writing</i> Program 2014 edition</li><li>● Newsela.com for leveled texts</li><li>● Technology/Equipment: ACTIV Board, LCD projector, sound system , CDs, DVDs, videos, internet, iPod</li></ul>	

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Below is a checklist of skills cited in the Common Core for writing for kindergarten. This checklist will be used to form instructional decisions for minilessons and assessing student progress over time in writing.

**Writing Checklist**

W.K.1. Use a combination of drawing, dictating, and writing to tell a reader the topic or name of the book the student is writing about; state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ).	
W.K.2. Use a combination of drawing, dictating, and writing to explain/inform about a topic the student chooses to write about.	
W.K.3. Use a combination of drawing, dictating, and writing to narrate an event or several events, in sequential order, include a reaction to the narration.	
W.K.4. Begins in Grade 3	
W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
W.K.6. With guidance and support from adults, use a variety of digital tools to compose and publish writing, including in collaboration with peers.	
W.K.7. Engage in <b>shared</b> research and writing projects (e.g., explore books by a favorite author and express opinions about them).	
W.K.8. With guidance and support from adults, recall information experiences or gather information from resources provided to answer a question.	
W.K.9. Begins in grade 4	
W.K.10. Begins in grade 3	
Print many upper and lowercase letters	
Use frequently occurring nouns and verbs	
Form the plural of regular nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)	
Understand and use question words/interrogatives (e.g., <i>who, what, when, where, why, and how</i> )	
Use frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> )	
Compose and expand complete sentences in shared language activities	

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Capitalize the first word in the sentence and the pronoun <i>I</i> .	
Recognize and name end punctuation.	
Write a letter or letters for most consonant and short-vowel sounds.	
Spell simple words phonetically, using the knowledge of sound-letter relationships.	
Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	