

**Bi-Borough
New Jersey Student Learning Standards
Language Arts Curriculum**

**Writing
Grade Kindergarten**

Revised June 2017

**Oradell Public School
River Edge Public Schools**

K-2 Curriculum Contributors

**Janet Arena
Debra Bendett
Susan Boucher
Cathy Danahy
Julia Diminich
Kara Fenarjian
Melissa Gant
Jillian Jengo
Linda Masiello
Kelly Maver**

Table of Contents

Kindergarten

| | |
|--|----------------|
| Launching Writing Workshop | Page 2 |
| Personal Narratives | Page 6 |
| Writing for Readers / Opinion Writing | Page 10 |
| Informational “How To” Text | Page 14 |
| Informational “All About” Books | Page 18 |
| Poetry | Page 22 |
| Small Moments / Authors as Mentors | Page 25 |
| Addendum: Modifications | Page 29 |

BY THE END OF KINDERGARTEN LAUNCHING WRITING WORKSHOP

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.K.1** Use a combination of drawing, dictating, and writing to compose an opinion piece 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
- W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.5** With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
- W.K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts, with peers and adults in small and larger groups
- Follow agreed upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- 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 as desired to provide additional detail.
- SL.K.6** Speak audibly and express thoughts, feelings and ideas clearly.

- L.K.1** Demonstrate command of the conventions of Standard English grammar and usage when writing and/or speaking.
- L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts

21ST CENTURY SKILLS

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability

TECHNOLOGY

- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Oradell and River Edge Public Schools
Writing Curriculum – Kindergarten
RE BOE Approved (7/26/17)
OPS BOE Approved

ENDURING UNDERSTANDINGS

Writers think of an idea, remember it, and record it.

ESSENTIAL QUESTIONS

How do writers use pictures and words to record an idea?

ASSESSMENTS

Students will rehearse an idea with a partner

Students will record an idea in pictures, labels, or words

(Note- Expectation for written samples will be differentiated according to individual student abilities)

Students will establish writing routines and habits

Student/teacher conferences

Teacher observation

UNIT OBJECTIVES

Students will be able to...

- View themselves as authors who have ideas worth recording
- Record a class experience through interactive writing
- Recall an idea or story that has happened to them
- Create a visual reference tool of people, places and things that matter to them
- Share stories with partners
- Record ideas on paper using pictures
- Record ideas using labels
- Record ideas using words
- Understand and practice classroom routines during Writing Workshop

SKILLS

Students will be able to...

- Work cooperatively with a partner
- Work independently during workshop time
- Select appropriate writing supplies during workshop
- Express ideas using pictures and words
- Apply rules for safe handling of computers and digital equipment
- Recognize letters on a keyboard
-

Oradell and River Edge Public Schools

Writing Curriculum – Kindergarten

RE BOE Approved (7/26/17)

OPS BOE Approved

RESOURCES Teacher texts:

Launching the Writing Workshop; Unit of Study Book One by L. Calkins & L.Mermelstein
About The Authors; Teaching for our Youngest Writers by Katie Wood Ray

Anchor texts:

Wordless picture books
Class generated interactive writing.
Teacher model writing

Ish by Peter Reynolds
Hot Air by Marjorie Priceman
Squiggle by Carole Lexa Schaefer
Not a Box by Antoinette Portis
Look What I Can Do by Jose Aruego
The Red Book by Barbara Lehman
Bunny Cakes by Rosemary Wells

Supplies:

Two pocket folders
Chart Paper, Post-it tape
Variety of writing paper
Writing area to include pencils, stapler, crayons, paper, colored pencils, construction paper

BY THE END OF KINDERGARTEN PERSONAL NARRATIVES

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.5** With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
- W.K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts, with peers and adults in small and larger groups
- Follow agreed upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
- SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media, by asking and answering questions about key details, and requesting clarification if something is not understood.
- SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4** Describe familiar people, places, things and events, and with prompting and support, provide additional detail.

- SL.K.5** Add drawings or other visual displays as desired to provide additional detail.
- SL.K.6** Speak audibly and express thoughts, feelings and ideas clearly.
- L.K.1** Demonstrate command of the conventions of Standard English grammar and usage when writing and/or speaking.
- L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts

21ST CENTURY SKILLS

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability

TECHNOLOGY

- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers use a variety of print strategies and/or drawings to focus and sequence a true story from their lives.

ESSENTIAL QUESTIONS

PRIMARY: How do writers choose a true story from their lives?

SECONDARY: How do writers record a story in sequence?

ASSESSMENTS

Published 'Personal Narrative'

(Note- Expectation for written samples will be differentiated according to individual student abilities)

Student/teacher conferences

Teacher observation

UNIT OBJECTIVES

Students will be able to...

- Recall a personal experience.
- Orally share their personal stories.
- Draw/write and tell their narrative in sequential order (first, next, and then).
- Add on to their story by symbolically recording how people felt (use emotions).

SKILLS

Students will be at to...

- Generate a topic.
- Use story language (use emotions in writing/drawings).
- Go through the writing process (planning and writing of a personal narrative).
- Follow routines and procedures of Writing Workshop.
- Apply rules for safe handling of computers and digital equipment
- Integrate technology tools when applicable

RESOURCES

Mondo:

A Week with Aunt Bea

A Trip to the City

Anchor texts:

Roller Coaster by Marla Frazee

Knuffle Bunny by Mo Wilems

Fireflies by Julie Brinckloe

Home Run by Robert Burleigh

The Kissing Hand by Audrey Penn

Oradell and River Edge Public Schools

Writing Curriculum – Kindergarten

RE BOE Approved (7/26/17)

OPS BOE Approved

Supplies:

Two pocket folders

Variety of writing paper

Chart Paper, Post-it tape

Writing area to include pencils, stapler, crayons, paper, colored pencils, and construction paper

Oradell and River Edge Public Schools

Writing Curriculum – Kindergarten

RE BOE Approved (7/26/17)

OPS BOE Approved

BY THE END OF KINDERGARTEN WRITING FOR READERS (OPINION PIECE)

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- 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
- W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.5** With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
- W.K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts, with peers and adults in small and larger groups
- Follow agreed upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- 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 as desired to provide additional detail.
- SL.K.6** Speak audibly and express thoughts, feelings and ideas clearly.
- L.K.1** Demonstrate command of the conventions of Standard English grammar and usage when writing and/or speaking.
- L.K.2** Demonstrate command of the conventions of Standard English-capitalization, punctuation, and spelling, when writing.
- L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts

21ST CENTURY SKILLS

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability

TECHNOLOGY

- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.A.2** Understand how to use word processing programs
- 8.1.2.A.3** Understand how to create a multi media presentation
- 8.1.2.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Oradell and River Edge Public Schools
Writing Curriculum – Kindergarten
RE BOE Approved (7/26/17)
OPS BOE Approved

ENDURING UNDERSTANDINGS

Writers create pieces that a reader can understand and enjoy.

ESSENTIAL QUESTIONS

PRIMARY: What makes a piece of writing easy to read?

SECONDARY: How do phonics and conventions of print enable a writer to create a piece that is easy to read and understand?

ASSESSMENTS

Published opinion piece (focus on conventions of print)

(Note- Expectation for written samples will be differentiated according to individual student abilities)

Student/teacher conferences

Teacher observation

UNIT OBJECTIVES

Students will be able to...

- Write words to match pictures.
- Add the date to a piece of writing.
- Incorporate sound letter relationships and high frequency words.
- Write in a text area using lined paper (Expectation for stories will be differentiated according to students' abilities.)
- Explore ending punctuation marks.
- Explore rules for capitalization.
- Use spaces between words.
- Use a simple editing checklist (individually and with a partner).
- Pay attention to readable penmanship.

SKILLS

Students will be able to....

- Use inventive spelling (phonological awareness) to write words.
- Spell high frequency words conventionally
- Use spacing appropriately.
- Match pictures and words.
- Apply rules for safe handling of computers and digital equipment
- Integrate technology tools when applicable

Oradell and River Edge Public Schools

Writing Curriculum – Kindergarten

RE BOE Approved (7/26/17)

OPS BOE Approved

RESOURCES

Anchor texts:

No David By David Shannon

Good Boy, Fergus By David Shannon

Don't Let the Pigeon Drive the Bus by Mo Willems

Yo! Yes? by Christopher Raschka

Chicka Chicka Boom Boom by Bill Martin, Jr.

Is Your Mama a Llama by Deborah Guarino

Joshua By the Sea by Angela Johnson

Suddenly! By Colin Naughton

Supplies:

Two pocket folders

Variety of writing paper

Chart Paper, Post-it tape

Writing area to include pencils, stapler, crayons, paper, colored pencils, and construction paper

Oradell and River Edge Public Schools

Writing Curriculum – Kindergarten

RE BOE Approved (7/26/17)

OPS BOE Approved

BY THE END OF KINDERGARTEN INFORMATIONAL “HOW TO” TEXT

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.5** With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
- W.K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.7** Participate in shared research and writing projects
- W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts, with peers and adults in small and larger groups
- Follow agreed upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- 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.5** Add drawings or other visual displays as desired to provide additional detail.
- SL.K.6** Speak audibly and express thoughts, feelings and ideas clearly.
- L.K.1** Demonstrate command of the conventions of Standard English grammar and usage when writing and/or speaking.
- L.K.2** Demonstrate command of the conventions of Standard English-capitalization, punctuation, and spelling, when writing.
- L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts

21ST CENTURY SKILLS

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability

TECHNOLOGY

- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

People need clear sequenced directions to learn how to do something new.

ESSENTIAL QUESTIONS

PRIMARY: How do writers explain steps in a sequenced process in order to teach others how to make or do something new?

ASSESSMENTS

Published “How-To” piece

(Note- Expectation for written samples will be differentiated according to individual student abilities)

Student/teacher conferences

Teacher observation

UNIT OBJECTIVES

Students will be able to...

- Collect ideas about things they can teach others.
- Use sketch paper to draft text.
- Sequence a step-by-step process to teach something to someone
- Add words to match each picture.

SKILLS

Students will be able to...

- Use role play to explain and demonstrate steps in a process.
- Be active listeners by visualizing the steps of their partners “how to.”
- Plan their writing with a partner by sequencing steps in order.
- Use sketch paper to draft text.
- Match illustrations to the steps of a procedure.
- Sequence a step-by-step process to teach something, using drawings, labels, and/or sentences.
- Follow routines and procedures of Writing Workshop.
- Edit for skills taught in Writing for Readers.
- Apply rules for safe handling of computers and digital equipment
- Integrate technology tools when applicable

RESOURCES

Anchor texts:

Pie in the Sky by Lois Ehlert

The Pumpkin Book by Gail Gibbons

Making a Car by Peter and Sheryl Sloan

Feeding the Baby by Jan Pritchett

How to Lose All Your Friends by Nancy Carlson

Growing Vegetable Soup by Lois Ehlert

Walk On! by Marla Frazee

Ella Sarah Gets Dressed by Margaret Chodos-Irvine

Apples and Pumpkins by Anne Rockwell

Supplies:

Two pocket folders

Variety of writing paper

Chart Paper, Post-it tape

Writing area to include pencils, stapler, crayons, paper, colored pencils, and construction paper

Oradell and River Edge Public Schools

Writing Curriculum – Kindergarten

RE BOE Approved (7/26/17)

OPS BOE Approved

BY THE END OF KINDERGARTEN INFORMATIONAL “ALL ABOUT” BOOKS

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.5** With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
- W.K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.7** Participate in shared research and writing projects.
- W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts, with peers and adults in small and larger groups
- Follow agreed upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- 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.5** Add drawings or other visual displays as desired to provide additional detail.
- SL.K.6** Speak audibly and express thoughts, feelings and ideas clearly.
- L.K.1** Demonstrate command of the conventions of Standard English grammar and usage when writing and/or speaking.
- L.K.2** Demonstrate command of the conventions of Standard English-capitalization, punctuation, and spelling, when writing.
- L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts

21ST CENTURY SKILLS

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability

TECHNOLOGY

- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Nonfiction / Informational writing requires research by the author.

ESSENTIAL QUESTIONS

PRIMARY: How do writers use informational writing to teach readers about a nonfiction topic?

ASSESSMENTS

Published “All About” books

(Note- Expectation for written samples will be differentiated according to individual student abilities)

Student/teacher conferences

Teacher observation

UNIT OBJECTIVES

Students will be able to...

- Select a topic that they are intending to teach a reader “All About”.
- Teach a reader “All About” a particular topic.
- Include real “facts”, not opinions.
- Explore some features of nonfiction texts.
- Use text features to organize information.
- Use their schema to decide what information to include.

SKILLS

Students will be able to...

- Teach others what they know about a particular topic.
- Recognize the importance of writing clear and organized information matching the table of contents.
- Match words and/or pictures to headings.
- Edit for skills taught in Writing for Readers.
- Understand the difference between ‘fact’ and ‘opinion’
- Apply rules for safe handling of computers and digital equipment
- Integrate technology tools when applicable

Oradell and River Edge Public Schools

Writing Curriculum – Kindergarten

RE BOE Approved (7/26/17)

OPS BOE Approved

RESOURCES

Mondo:

Little Bears

I Eat Leaves

Who Lives in the Sea?

Chickens

At Work

Anchor texts:

Teacher selects a topic from emergent nonfiction books from classroom library / nonfiction big books

Supplies:

Two pocket folders

Variety of writing paper

Chart Paper, Post-it tape

Writing area to include pencils, stapler, crayons, paper, colored pencils and paper

BY THE END OF KINDERGARTEN POETRY

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- 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
- 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.
- SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts, with peers and adults in small and larger groups
- Follow agreed upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.K.5** Add drawings or other visual displays as desired to provide additional detail.
- SL.K.6** Speak audibly and express thoughts, feelings and ideas clearly.
- L.K.1** Demonstrate command of the conventions of Standard English grammar and usage when writing and/or speaking.
- L.K.2** Demonstrate command of the conventions of Standard English-capitalization, punctuation, and spelling, when writing.

- L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts

21ST CENTURY SKILLS

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability

TECHNOLOGY

- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Poets find significance in their lives using their poet's eye.

ESSENTIAL QUESTIONS

PRIMARY: How can poets use words to paint a picture in the mind of a reader?

ASSESSMENTS

Variety of poems
Student/teacher conferences
Teacher observation

Oradell and River Edge Public Schools
Writing Curriculum – Kindergarten
RE BOE Approved (7/26/17)
OPS BOE Approved

UNIT OBJECTIVES

Students will be able to...

- Read and/or listen to a variety of poems to identify strong visual language.
- Compose a variety of poems.
- Notice how space on the page is used for meaning making. (i.e. line breaks)
- Notice how line breaks are used for meaning making.
- Notice how the sights, sounds, images, language, and tone of a poem creates meaning.
- Observe ordinary objects closely and at different angles with their poet's eye.

SKILLS

Students will be able to...

- Read or listen to a variety of poems.
- Observe ordinary objects in an interesting way.
- Record observations using labels and/or words.
- Write a class poem.
- Compose a variety of poems.
- Apply rules for safe handling of computers and digital equipment
- Integrate technology tools when applicable

RESOURCES

Anchor texts:

Mother Goose Nursery Rhymes

Quick as a Cricket by Audrey Wood

Five Senses Graphic Organizer

Supplies:

Two pocket folders

Variety of writing paper

Chart Paper, Post-it tape

Writing area to include pencils, stapler, crayons, paper, colored pencils, and construction paper

Oradell and River Edge Public Schools

Writing Curriculum – Kindergarten

RE BOE Approved (7/26/17)

OPS BOE Approved

BY THE END OF KINDERGARTEN SMALL MOMENTS

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.5** With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
- W.K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts, with peers and adults in small and larger groups
- Follow agreed upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- 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 as desired to provide additional detail.
- SL.K.6** Speak audibly and express thoughts, feelings and ideas clearly.
- L.K.1** Demonstrate command of the conventions of Standard English grammar and usage when writing and/or speaking.
- L.K.2** Demonstrate command of the conventions of Standard English-capitalization, punctuation, and spelling, when writing.
- L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts

21ST CENTURY SKILLS

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability

TECHNOLOGY

- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.D.1** Practice cyber safety

Oradell and River Edge Public Schools
Writing Curriculum – Kindergarten
RE BOE Approved (7/26/17)
OPS BOE Approved

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers focus on one part of a large story.

ESSENTIAL QUESTIONS

PRIMARY: How do writers identify a small moment, and ‘zoom-in’ on one part of a larger story effectively?

SECONDARY: How do writers use authors as mentors to notice and implement writer’s craft and moves?

ASSESSMENTS

Published ‘Small Moment’ story

(Note- Expectation for written samples will be differentiated according to individual student abilities)

Student/Teacher conferences

Teacher observation

LESSON OBJECTIVES

Students will be able to...

- Find and recognize ‘small moments’ from life experiences.
- Orally share their ‘small moment’ stories.
- Include emotions and details in writing.
- Zoom in on one small moment in time and tell that story using details.
- Utilize writing process skills acquired throughout the year.
- Notice author’s craft when studying a mentor author

SKILLS

Students will be able to...

- Create a story around a small moment.
- Use language to include emotions and details in their writing.
- Follow routines and procedures of Writing Workshop.
- Draw/write and tell their small moment story in sequential order.
- Revise for details.
- Present their story to an audience.

Oradell and River Edge Public Schools

Writing Curriculum – Kindergarten

RE BOE Approved (7/26/17)

OPS BOE Approved

- Edit for skills taught in Writing for Readers.
- Apply rules for safe handling of computers and digital equipment
- Integrate technology tools when applicable

RESOURCES

Various text by mentor authors

Anchor texts:

The Snowy Day by Ezra Jack Keats

Max's Breakfast by Rosemary Wells

Max's Bedtime by Rosemary Wells

Supplies:

Two pocket folders

Variety of writing paper

Chart Paper, Post-it tape

Writing area to include pencils, stapler, crayons, paper, colored pencils, and construction paper

Differentiation

Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products.

This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure. This addendum reveals pathways for differentiation specific to four distinct student populations.

Teachers can differentiate

- **Content** What we teach and how we give students access to the information and ideas that matter
- **Process** How students come to understand and “own” the knowledge, understanding, and skills essential to a topic
- **Product** How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students'

- **Readiness** The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- **Interest** What a student enjoys learning about, thinking about, and doing
- **Learning Style** A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

MODIFICATIONS

- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.
- Restructure lesson using UDL principles

http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA

Oradell and River Edge Public Schools
Writing Curriculum – Kindergarten
RE BOE Approved (7/26/17)
OPS BOE Approved

Gifted and Talented (*content, process, product and learning environment*)

N.J.A.C. 6A:8--3.1 Curriculum and instruction

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

Sample Differentiation Strategies and Techniques

Learning Agendas/Contracts

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

Self-Directed Learning Specific ongoing activities in which students work independently

Curriculum Compacting Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level.

Sample resource: <http://www.gifted.uconn.edu/sem/semart08.html>

RAFT Assignments RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Flexible Grouping Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Jigsaw Activities Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Graphic Organizers/Extension Menus Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

Students at Risk of School Failure

Districts are required to administer grade level benchmark and/or interim assessments in content areas. After each administration, districts should analyze the data to identify which students are at-risk in this content area. Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who may be at risk.

English Language Learners

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that is culturally relevant and meaningful to his/her present and future lives.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

Instructional Supports:

Hands-on materials

- Bilingual dictionaries
- Visual aids
- Teacher made adaptations, outlines, study guides
- Varied leveled texts of the same content

Preparing students for the lesson:

- *Building Background Information* Done through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- *Simplifying Language for Presentation* Using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
- *Developing Content Area Vocabulary* Done through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary.
- *Concept Development* Enduring understanding requires thorough and contextualized study of subjects across grades and courses.
- *Giving Directions* Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

Presenting the Lesson:

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.

- Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication.
- Provide students with opportunities to participate in numerous discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.

WIDA -- <https://www.wida.us/>

Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in classroom settings, grades K-12. The primary aim of education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation Expanding student motivation to learn content can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations The primary purpose of these adaptations is to provide special education students with teacher--initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre--teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring Instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

Classroom Organization The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward lesson/unit objectives.