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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:** Unit 1 Launch |
| **Grade Level:**Kindergarten |
| **Duration:**Trimester 1  |
| **Description:**This unit provides students with the foundation of writing workshop. Students will have the opportunity to become a part of a community of writers and learn the routines and procedures of writing workshop. Building good writing habits is a critical foundation of learning how to write; allowing students opportunities to work independently. |
| **Enduring Understandings** |
| **Concepts / Writing Skills:*** Routines
* Become a community of writers
* Talk about writing
* Build stamina
* Build independence
* Focus
* Add words to writing
* Sketching

**Grammar Skills:*** Capitalize the first letter of their name
* Write from left to right

**Understandings:** * Writers will learn the routines and habits of writing workshop.
* Writers will become a community of writers.
* Writers will develop strategies to talk about their writing.
* Writers will write with increasing stamina and independence.
* Writers will learn strategies to write their ideas as best as they can.
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| **Learning Targets**  |
| *New Jersey Student Learning Standards & Practices*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.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.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.L.K.1.A Print many upper- and lowercase letters.L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.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.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).SL.K.1.B Continue a conversation through multiple exchanges. | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies**World Language:** 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
* 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

*Social Studies:** 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
* 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

*Career Readiness Practices* * Act as a responsible and contributing citizen and employee
* Consider the environmental, social and economic impacts of decisions
* Demonstrate creativity and innovation
* Model integrity, ethical leadership, and effective management
* Plan education and career paths aligned to personal goals

**Social Emotional Learning*** Social Awareness
* Responsible Decision Making
* Relationship Skills
* Self-Awareness

**Computer Science: Computing Systems*** 8.1.2.CS.1 Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally

**Life Literacies and Key Skills: Technology Literacy**      • 9.4.2.TL.2: Create a document using a word processing application. **Life Literacies and Key Skills: Global and Cultural Awareness*** 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals.
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| **Essential Questions** |
| * What is writing workshop?
* How do writers get ready to work independently?
* How do writers get ideas to write about?
* Why do writers sketch before they write?
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| **Student Learning Objectives** |
| ***Students will …*** * learn the routines and habits of writing workshop.
* become a community of writers.
* develop strategies to talk about their writing
* write with increasing stamina.
* write independently.
* sketch their ideas before they write.
* add labels to their sketches.
* capitalize the first letter of their first name.
* write from left to right.
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| **Suggested Activities** |
| ***The following activities can be incorporated into the daily lessons:*** **Suggested Mini Lessons:** * **Writers are introduced to writing workshop.**

 **-** Establish the routines for writing workshop (model how writers come to the carpet for mini lessons and then write at their tables).* **Writers learn how to use writing tools.**

 - Demonstrate how to hold a pencil and paper properly.* **Writers get paper independently to write on.**

 **-** Model how writers choose writing paper to write on all by themselves (providing paper choices in the writing center with varying sizes of sketch boxes and lines to write on).* **Writers use writing folders.**
	+ Demonstrate how to place writing pages in folders with completed work on the “finished side” and writing that is not finished on the other side.
* **Writers get writing supplies independently.**
	+ Establish routines for students to get their writing supplies, as well as put away their writing supplies independently.
* **Writers recognize that they are authors.**

 **-** Model writing your name on each piece of writing, starting with a capital letter.* **Writers think about what they know and use pictures and words to put ideas on paper.**
	+ Model how writers think about what they know and sketch a picture to show their ideas. (Launching the Writing Workshop, pg. 2)
* **Writers write starting at the left and moving to the right.**
	+ Demonstrate how to properly write from left to right, just like we read.
* **Writers learn they can label their picture to tell more about it.**
	+ Demonstrate how to look at the picture and label it by writing all the sounds they hear (writers sketch first and label their writing after).
* **Writers learn that when they think they’re done, they have just begun!**
	+ Model looking back at previous writing in the folder to add more details to the pictures or labels. (Launching the Writing Workshop, pg. 9)
* **Writers learn to solve writing problems independently.**
	+ Demonstrate how students can find a new pencil or get more paper independently to start a new writing piece when they are done. (Launching the Writing Workshop, pg. 17)
* **Writers picture what they want to write about first and then put all the details on the page.**
	+ Demonstrate how writers close their eyes to envision everything you about a topic, and then sketch it on the paper.

 (Launching the Writing Workshop, pg. 25)* **Writers stretch out words to write them.**
	+ Model how writers say words slowly to hear as many sounds as possible, and then write them. (Launching the Writing Workshop, pg. 33)
* **Writers learn to never quit, even when things get hard!**
	+ Model how to work through a difficult topic, or long word to show writers never give up and try their best independently. (Launching the Writing Workshop, pg. 41)
* **Writers choose a favorite writing piece to publish.**
	+ Demonstrate how writers reread all the writing pieces in their writing folders and choose their favorite one to publish.
* **Writers revise their writing piece by adding more.**
	+ Model how writers revise by adding more to their sketches, labels, and sentences.
* **Writers edit their writing by making sure that their name starts with a capital letter.**
	+ Demonstrate how check to see if their name is spelled correctly, starting with a capital letter and the rest of the letters in lower case.
* **Writers publish their writing by coloring their sketches.**
	+ Model how writers publish by coloring their sketches with crayons or colored pencils.
* **Writers celebrate their writing.**
	+ Students celebrate all their hard work by sharing their writing with a writing partner.

***Strategies for Differentiated Instruction to Support Education:*****English Language Learners (ELL)*** Add pictures to class charts to help students with meaning.
* Pre-teach any new vocabulary.
* Conduct small groups to help students sketch their ideas.

**Special education:*** Provide an alphabet chart in writing folders to help students with letters and sounds.
* Create class charts with picture support to remind students what to do during writing workshop to increase independence.
* Differentiate paper choices with a bigger sketch box and less lines for writing.
* Have students talk about their ideas before they write, helping them to decide what to draw in their sketch box to represent their ideas.

**At-Risk:*** Pre-teach skills to students in small groups to introduce new writing skills before the whole class lessons.
* Provide an alphabet chart in writing folders to help students with letters and sounds.
* Create class charts with picture support to remind students what to do during writing workshop to increase independence.
* Differentiate paper choices with a bigger sketch box and less lines for writing.
* Have students talk about their ideas before they write, helping them to decide what to draw in their sketch box to represent their ideas.

**Gifted and Talented (G & T):*** Provide students with more sophisticated paper choices with a smaller sketch box and additional lines to write.
* Teach students how to not just label, but to also write with more sentences.
* Encourage students to publish more than one writing piece.
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| **Assessments** |
| Formative* Pencil grip
* Writing folder with student work
* Skills checklists

Summative* Writing rubrics
* Teacher observations
* District created inter-disciplinary assessments
* Fundations letter formation
* Open-ended writing tasks (pictures/dictation, labeling, sentence formation)
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| **Materials** |
| **Materials:** * Launching the Writing Workshop
* Various writing paper (sketch boxes with varying numbers of lines)
* Various writing implements (pens, markers, pencils, crayons)
* Writing folders
* Erasers
* Word Wall
* Chart paper
* Anchor chart post- its
* Flexible seating options
* Smart Board activities

**Suggested** **Mentor Texts:** * Creak! Said the Bed by Phyllis Root
* Freight Train by Donald Crews
* My First Soccer Gameby Alyssa Satin Capucilli

*All Are Welcome* byAlexandra Penfold (diversity) |
| **Modifications** |
| **English Language Learners** * + Create charts with pictures
	+ Scaffolding
	+ Word walls
	+ Sentence frames
	+ Bilingual translation
	+ Think aloud
	+ Read aloud
	+ Highlight key vocabulary
	+ Turn-and-talk
	+ Anchor charts
	+ Graphic organizers
	+ Modeling
	+ Audio books
	+ Working with partners
	+ Small group work (strategy lessons based upon skill/needs)
	+ Pre-teach vocabulary
	+ Paper choice
 | **Special Education*** Word walls
* Anchor charts with pictures
* Graphic organizers
* Leveled readers
* Extended time
* Highlighter
* Answer eliminator
* Small group work (strategy lessons based upon skill/need)
* Working with partners
* Audio books
* Modeling
* Flexible/preferential seating
* Paper choice
 | **At Risk*** Teachers tutoring
* Peer tutoring
* Anchor charts / graphic organizer
* Extended time
* Parent communication
* Modified assignments
* Counseling
* Preferential seating
* Working with partners
* Modeling
* Word walls
* Leveled readers
* Small group work (strategy lessons based upon skill/need)
* Paper choice
 | **Gifted & Talented*** Challenge assignments
* Enrichment activities
* Tiered activities
* Independent research / inquiry
* Collaborative team work
* Higher level questioning
* Critical/Analytical thinking tasks
* Self-directed activities
* Extended writing time
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| **504 Modifications** |
| * Environmental Strategies:
	+ Provide a structured learning environment.
	+ Make separate “space” for different types of tasks
	+ Possible adapting of non-academic times such as lunch, recess, and physical education
	+ Change student seating
	+ Utilize a study carrel
	+ Alter location or personal or classroom supplies for easier access or to minimize distraction
	+ Provide sensory breaks
	+ Provide a written or picture schedule
	+ Allow extra time in between classes
	+ Avoid allergy-causing substances
	+ Adapt physical education curriculum
	+ Provide book caddie
	+ Implement movement to avoid stiffness
	+ Provide seating accommodations
* Organizational Strategies:
	+ Model and reinforce organizational systems
	+ Write out homework assignments, check student’s recording of assignments
	+ Tailor homework assignments toward student strengths
	+ Set time expectations for assignments
	+ Provide clues such as clock face indicating beginning and ending times
	+ Teach study/organizational skills
	+ Schedule before or after school tutoring/homework assistance
	+ Behavioral Strategies:
	+ Use behavioral management techniques consistently within a classroom and across classes
	+ Implement behavioral/academic contracts
	+ Utilize positive verbal and/or nonverbal reinforcements
	+ Utilize logical consequences
	+ Confer with the student’s parents and student as appropriate
	+ Establish a home/school communication system for behavior monitoring
	+ Post rules, procedures, and consequences for classroom behavior
	+ Put student on a daily/weekly progress report/contract
	+ Reinforce self-monitoring and self-recording of behaviors

“Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf  |