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

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 3**
Length: **12 weeks**
Status: **Published**

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

Language (L)

- L.KL.K.1.E
- L.WF.K.1.B
- L.WF.K.1.C
- L.WF.K.1.D
- L.WF.K.1.E
- L.WF.K.1.F
- L.WF.K.2.B
- L.WF.K.2.C
- L.WF.K.2.E
- L.WF.K.3.B
- L.WF.K.3.C
- L.WF.K.3.D
- L.WF.K.3.J
- L.WF.K.3.K
- L.WF.K.3.L

Writing (W)

- W.AW.K.1
- W.NW.K.3
- W.WP.K.4
- W.RW.K.7

Speaking & Listening (SL)

- SL.ES.K.3
- SL.PE.K.1
- SL.PI.K.4
- SL.UM.K.5
- SL.AS.K.6

TECH.8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
TECH.8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
TECH.8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.

Performing Arts Standards

1.4.2.Re7: (a). Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re9: (a). With prompting and support, Identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theater performance and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theater performance. (b). With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama). (c). Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cn11: (a). With prompting and support, identify similarities and differences in stories and various art forms from one’s own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change. (b). Collaborate on the creation of a short scene based on personal perspectives and understanding.

Brief Summary of Unit

In this unit, teachers teach kindergarteners that they can write to make their classroom, their school, and their world into a better place. They are writing particular kinds of texts for specific real audiences. They will be thinking about what their readers need to know and to write with audience awareness. This unit is designed so that the children do lots and lots of persuasive writing. They begin by writing signs, songs, petitions, and letters about problems they see in their classroom and their school, and then they address problems they identify in the larger world of their neighborhood. As they progress towards addressing concerns that are not right underfoot, they tackle slightly more distant topics and address more distant audiences, they meanwhile also learn more about persuasive writing and writing in general. With teacher help, children apply what they learn not only to the newest piece they are about to write, but also to their growing folder, full of completed pieces. The NJ Student Learning Standards prioritizes opinion/argument writing. Thus, this unit lays the foundation for some of the work the NJ Student Learning Standards considers essential to students' academic and professional success.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision: June 2024

Pacing Guide

Please refer tothis Language Arts Reading and Writing Workshop Pacing Guide for grade K; mentor sentences will be paced and aligned within the Grammar and Conventions section.

A sample Literacy Schedule Across a Weekfor both full and half-day is accessible in instructional materials section of the Grades K-5 folder

Essential Questions

- Bend 1: How can writers write opinions about something that amazes them and that they care a lot about?
- Bend 2: How can writers write convincing letters that could change the world?

- Bend 3: How can writers, even at such a young age, begin to change the world?

Students Will Know/Students Will Be Skilled At

By the End of this Unit:

- Students will notice problems in the classroom, school, and world around them and use their writing to make a change.
- Students will create a variety of persuasive writings for specific audiences, including songs, signs, petitions, lists, letters, announcements, and speeches.
- Students will draw and write about different problems and include "fix-it-ideas" or solutions.
- Students will provide reasons, details, feelings, and anecdotes to strengthen their opinion writing.
- Students will edit for capitalization, punctuation, and spelling.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Answer essential questions
- Teacher observations/conferring notes

- Turn and talks
- Partnerships rehearsing their writing
- Peer Conferences
- Writer's Notebook (quick writes/drafts/prewrites)
- Writing Conferences: Individual and small group
- Writing Partnership work and discussions
- Writing folders with student work
- Writing pieces to note the growth need of the writer

Summative:

- Students should have 2-3 final pieces to score not including the post assessment.
- Published pieces
- Teachers College Reading and Writing Project Learning Progressions
- Teachers College Reading and Writing Project Rubrics and Student Samples
- Rubrics: created for the standards-based report card as well as teacher-created.
- Standards should be addressed as reported on the Standards-Based Report Card

Benchmark:

- Benchmark writing assessments: opinion, narrative, and informational, scored using rubrics, district-created and provided.
- Located in the shared Grades K-8 Language Arts folder on the Google Drive, reported three times per year

Learning Plan

Our primary writing instruction follows a balanced literacy approach including a number of strategies and techniques in Writing Workshop. These include mini-lessons, shared writing, interactive writing, independent writing, guided drawing, small group strategy instruction, one-to-one conferencing, and partnership work. Writing Workshop emphasizes immersion, independence, and choice. Individual conferences with each student will address specific needs of the reader. Each unit ends with a celebration of learning where children share their writing with others in the school community.

Lessons should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses 'think alouds' when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point.

For teaching purposes, see attached template for structure of a Writing Workshop lesson. Change red font to match your teaching point. Clickhere.

Here is a sample of a Writing Workshop template. Clickhere.

The architecture of a writing conference includes:

- Research
- Decide
- Teach and Coach with guided practice
- Link

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Please reference the **Phonological Awareness scope & sequence.**

Detailed Curriculum Map

Teaching Points and lessons are located in the K-5 folder under curriculum for Language Arts. These curriculum unit guides include not only aligned teaching points to standards, but also specific lessons and appropriate resources. Guidelines for preparing to teach the unit as well as goals for the end of the unit are outlined. Academic vocabulary and prerequisite skills are identified. Essential questions and possible assessments are detailed as well.

Materials

The materials used in this course allow for integration of a variety of instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

The core materials for this unit include the Units of Study in Writing for grade K, The Reading and Writing Project at Mossflower, 2024-2025.

For Fountas & Pinnell classroom shared reading and interactive read aloud books that link to each unit, please see the FPC and Units of Study Crosswalk.

Possible intervention materials including resources from FCRR and West Virginia may be found in the Pathways to Intervention document. Teachers can access the blue Leveled Literacy Intervention (LLI) kits for striving readers.

Instructional Materials

Please use this link to access instructional materials which correspond with this unit.

Possible Readaloud Texts

- *The Lorax*, Dr. Seuss
- *Click, Clack, Moo: Cows That Type*, Doreen Cronin
- *I Wanna Iguana*, Karen Kaufman
- *I Wanna New Room*, Karen Kaufman
- *Don't Let The Pigeon Drive the Bus!*, Mo Willems
- *Hey, Little Ant*, Phillip Hoose
- Corduroy Writes a Letter by Allison Inches
- Bad Dog David McPhail (Level C)
- Birthday Surprise by Rachel Walker (Level D)
- The Case of the Lost Cecilia (Level A)
- Dust Everywhere by Robert Rosen (Level D)
- Going to the Zoo by Michael Taylor (Level D)
- Having Fun by Pam Holden (Level A)
- I See and See by Ted Lewin (Level B)
- It's Time for A Haircut by Cathryn Summers (Level C)
- The Man Can by Sharon Coan (Level B)

Possible Teaching Charts

- Writers Write to Make the World Better!
- Writers Can Make A...
- Persuasive Language
- We Can Be Really Convincing

Pathways to Intervention

Heinemann link with login information for anchor charts and other teacher resources & materials
(username: deacon@cranfordschools.org. password: Hillside125)

FCRR
Crosswalk Grade K

Teacher Resources

- *Units of Study for Teaching Writing*, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade K Heinemann, 2024.
- Resources for Teaching Writing CD, Grade K, Heinemann, 2013.
- Persuasive Writing of All Kinds: Using Words to Make a Change by Lucy Calkins and Elizabeth Dunford
- *The Writing Strategies Boo*k, Jennifer Serravallo
- *About the Authors*, Lisa Cleveland and Katie Wood Ray
- *More About the Authors*, Lisa Cleveland
- *In Pictures and In Words*, Katie Wood Ray
- *Patterns of Power*, Jeff Anderson
- *Assessing Writers*, Carl Anderson
- Kinderconfidential Blog
- Cranford Public School **K-5 folder** instructional materials
- Heinemann website: https://www.heinemann.com/extracreditclub/home.aspx for anchor charts, unit resources, and other online materials. (Consult with building principal or literacy team for access).
- **Florida Center for Reading Research**

Suggested Strategies for Modifications and Accomodations

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of writing workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students have individualized choice of topics within each unit.
- Individual conferences with each student will address specific needs of the writer.

Possible accommodations during writing workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Work in partnerships

- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide distinct steps in a process; eliminate unnecessary steps, as needed.
- Manage executive function by scaffolding process and amending deadlines
- Access speech to text function on computer

For possible modifications to content during writing workshop, please . . .

- Consult with Cranford Problem Solving Team (CPST) at your school, as needed.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.
- Refer to the Strategies for Striving Students and Pathways to Intervention documents in the Grades K-5 folder for specific appropriate interventions.

Framework for Alternative Setting (LEAP Program at Lincoln School)

In our K–5 alternative school setting, each class consists of students who require a highly personalized approach to reading instruction. The district's core Reading Units of Study will continue to serve as the primary reading curriculum framework; however, lessons will be further adapted to ensure accessibility and engagement for all learners. Teachers will use a combination of pacing adjustments, flexible timing, and individualized goal setting to meet students at their current skill levels. Instruction will be delivered through a blend of whole-group, small-group, and one-on-one settings, with intentional scaffolds in place to build confidence and reduce frustration. Please see this document for detailed information.