

Domain: <i>Strand: Writing</i>		
Cluster: Text Types and Purposes		
Standards: 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...)		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How can students express their opinions about a topic or book?</i>	Through drawing, dictating, and writing the students can express their opinions about a topic or book. Encourage their oral language by asking the students to explain and support their story with details.	<i>To assist in meeting this standard, students may: After a lesson on apples, have students taste red, yellow, and green apples. Create a class graph on favorite apples. Have students draw their favorite apple.</i>
Content Statements		
Students will express their opinions about a topic or book through drawings, dictating, and writing.		
Assessments		Teacher Resources
<i>Read “Jamaica’s Find” and have students make an opinion through illustration, dictation, or writing on whether or not the doll should be returned.</i>		Reading Street 2013 Alignment TE 1: 29, 413, 541, 558, 585 TE 2: 29, 127, 244 TE 3: 29, 189, 501 TE 4: 29, 125, 446, 471, 485 TE 5: 29, 127, 383 TE 6: 29, 129, 146, 446
Equipment Needed		
NJ Model Curriculum Alignment		
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., <i>My favorite book is...</i>).		

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Domain: <i>Strand: Writing</i>		
Cluster: <i>Text Types and Purposes</i>		
Standards: <i>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.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why should writers add details to their writing or illustrations to compose informative/explanatory texts?</i>	<i>Writers can add details to their writing or illustrations to relay information about their topic.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Create a picture of a topic.</i> • <i>Use graphic organizers to establish key details from other informative texts.</i> • <i>Use additional texts (e.g., newspapers, advertisements...) to create lists of facts and details.</i>
Content Statements		
Students will use details in their writing and illustrations to inform their readers about the topic.		
Assessments		Teacher Resources Reading Street 2013 Alignment TE 1: 46, 77, 91, 105, 173, 187, 201, 227, 350, 385, 399, 439, 487, 501 TE 2: 46, 73, 87, 144, 187, 227, 273, 287, 301, 344, 389, 403, 446, 475 TE 3: 46, 75, 103, 175, 229, 246, 287, 344, 373, 401, 427, 444, 485, 499 TE 4: 46, 71, 99, 142, 227, 244, 287, 301, 344, 375, 403, 429, 499, 525,
<i>Create a graphic organizer to compare/contrast different topics (e.g., community helpers- postman, nurse; transportation-bus, car).</i>		
Equipment Needed		
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.

542, 575, 603

TE 5: 46, 73, 87, 144, 193, 207, 233,

250, 293, 307, 383, 397, 411, 437,

454, 481, 495, 509, 535, 552, 585, 613

TE 6: 46, 75, 89, 146, 187, 227, 244, 287, 301, 344, 429, 525,

542, 569, 597

Domain: <i>Strand: Writing</i>		
Cluster: Text Types and Purposes		
Standards: <i>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.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How can drawing, dictating, and writing expand student's ability to convey real or imagined experiences and events?</i>	<i>Reading good examples of narrative text aloud and modeling how students use techniques in their own writing will expand their ability to convey real or imagined experiences and events.</i>	<i>To assist in meeting this standard, students may: Students use story maps to illustrate events from stories. In writer's workshop settings, students use words or drawings to tell about personal experiences.</i>
Content Statements		
<i>Students will draw, dictate, or write to tell about real or imagined events.</i>		
Assessments	Teacher Resources Reading Street 2013 Alignment TE 1: 148, 244, 279, 293, 307, 456, 541, 558, 613 TE 2: 101, 327, 429, 489, 503, 529, 546, 601 TE 3: 89, 129, 146, 189, 191, 203, 301, 327, 387, 525, 542, 597 TE 4: 85, 125, 187, 201, 327, 389, 471 TE 5: 101, 127, 333, 350	
<i>Complete a story map to illustrate and sequence events from a story. Writer's workshop samples</i>		
Equipment Needed		
NJ Model Curriculum Alignment		
<i>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</i>		

happened.

TE 6: 103, 129, 173, 201, 273, 327,
375, 389, 403, 446, 471, 485, 499

Domain: <i>Strand: Writing</i>		
Cluster: <i>Production and Distribution of Writing</i>		
Standards: <i>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How can listening to others make my writing better?</i>	<p><i>Students will understand:</i></p> <p><i>Listening to others can provide feedback that will improve their writing.</i></p> <p><i>Talking and answering questions about their writing can cause it to improve.</i></p> <p><i>Adding details to their writing can make it better.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <p><i>Observe and ask questions about displayed pictures and basic sentences. Students add words to improve original sentences.</i></p> <p><i>Use suggestions from writing conferences to add details (e.g., words, pictures) to their writing.</i></p> <p><i>Offer feedback on a teacher created writing sample.</i></p>
Content Statements		
Receiving feedback from their peers will strengthen their writing.		
Assessments	Teacher Resources	
Students will create a story, share with peers, and receive feedback to make revisions.	Reading Street 2013 Alignment	
Equipment Needed	TE 1: 91, 187, 293, 399, 501, 585, 599 TE 2: 87, 187, 287, 389, 489, 573, 587 TE 3: 89, 189, 287, 387, 485, 569, 583 TE 4: 85, 187, 287, 389, 485, 589, 603 TE 5: 87, 193, 293, 397, 495, 599, 613 TE 6: 89, 187, 287, 389, 485, 583, 597	
NJ Model Curriculum Alignment		
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		

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Domain: <i>Strand: Writing</i>		
Cluster: <i>Production and Distribution of Writing</i>		
Standards: <i>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.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How can I use various digital tools to produce and publish writing?</i>	<p><i>Students will understand:</i></p> <p><i>Integrating technology can enhance the production and publishing of writing.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <p><i>Students will use software applications to create stories with illustrations.</i></p> <p><i>Students work with partners and use digital tools to write and publish stories to be completed in class books.</i></p>
Content Statements		
The use of technology enhances the engagement, revision, and the presentation of writing.		
Assessments		<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;">www.blogs.scholastic.com (digital storytelling)</p> <p style="text-align: center;">Reading Street 2013 Alignment</p> <p>TE 1: 558, 585, 599, 613</p> <p>TE 2: 546, 573, 587, 601</p> <p>TE 3: 542, 569, 583, 597</p> <p>TE 4: 575, 589, 603</p> <p>TE 5: 613</p> <p>TE 6: 569, 583, 597</p>
<i>To show evidence of meeting this standard, students may:</i> <i>Use classroom computer to produce and publish a story.</i>		
Equipment Needed		
NJ Model Curriculum Alignment		
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		

Domain: <i>Strand: Writing</i>		
Cluster: <i>Research to Build and Present Knowledge</i>		
Standards: <i>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)</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How can reading books help me gather useful information for writing?</i>	<p><i>Students will understand:</i></p> <p><i>Books and technology can be used as resources for developing and gathering information for writing purposes.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <p><i>Following read alouds of books on common topics, students develop products that synthesize the information (e.g., mobiles, posters, flip books).</i></p> <p><i>In pairs or small groups, students use digital tools to gather and share information about topics.</i></p>
Content Statements		
Participation in shared research will build knowledge to enhance production of writing.		
Assessments		<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;">Reading Street 2013 Alignment</p> <p>TE 1: 201, 227, 279, 333, 413, 541, 558, 585, 599, 613</p> <p>TE 2: 87, 101, 173, 201, 273, 327, 375, 475, 529, 546, 573, 587, 601</p> <p>TE 3: 75, 89, 103, 189, 203, 287, 301, 327, 401, 471, 485, 499, 525, 542, 569, 583, 597</p> <p>TE 4: 71, 85, 99, 173, 187, 227, 244, 273, 287, 301, 327, 375, 471, 485, 499, 525, 542, 575, 589, 603</p>
<i>Students will participate in research by working in pairs or small groups to explore and record their findings about a given topic (e.g., animals, community helpers,...)</i>		
Equipment Needed		
NJ Model Curriculum Alignment		
Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		

TE 5: 73, 101, 179, 233, 279, 293,
307, 333, 411, 481, 495, 508, 552,
585, 599, 613

TE 6: 75, 89, 103, 173, 187, 201, 227,
273, 287, 301, 327, 375, 389, 403, 471, 485, 499, 525, 542, 569,
583, 597

Domain: <i>Strand: Writing</i>		
Cluster: <i>Research to Build and Present Knowledge</i>		
Standards: <i>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important that people try to connect new information to what they already know from past experiences?</i>	<i>Students will understand:</i> <i>Recalling information from past experiences and connecting it to new information can enhance our knowledge.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Students use personal experience or prior knowledge to respond to questions with responses recorded on class charts.</i> <i>Students select questions (e.g., Who?; What?; When?; Where?; Why?) from a large question mark visual. Students use provided sources (e.g., print texts, read alouds, electronic texts) together information that answers the questions.</i>
Content Statements	<i>Past experiences can provide us with answers to questions.</i>	
Connecting new information to past experiences may provide us with answers to questions.		
Assessments		Teacher Resources Reading Street 2013 Alignment TE 1: 131, 148, 187, 201, 333, 501, 541 TE 2: 127, 144, 187, 227, 244, 287, 344, 389, 429, 446, 489, 503, 529 TE 3: 29, 89, 103, 129, 146, 189, 203,
<i>Create "Question & Answer" book about a topic. Assign each student a question that will be answered through illustrations/writing.</i>		
Equipment Needed		
NJ Model Curriculum Alignment		

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

229, 231, 232, 246, 287, 344, 387,
401, 427, 444, 485, 525, 573

TE 4: 29, 46, 71, 85, 99, 125, 142,
187, 201, 227, 273, 287, 301, 344,
389, 403, 429, 446, 485, 499, 525, 542

TE 5: 29, 46, 87, 127, 144, 193, 207,
233, 250, 293, 307, 350, 397, 411,
437, 454, 495, 508, 535, 552

TE 6: 29, 46, 75, 89, 103, 129, 187,
201, 227, 244, 273, 287, 301, 344, 429, 485, 499, 525, 542