

Kindergarten - Unit 1 Writing - Writers Have A Voice

Unit Focus

Kindergarteners arrive with full of stories to share. They will be lined up to talk about what is important to them. They will want to share their experiences, to teach things about themselves and all that they know. There is perhaps no year more crucial than kindergarten. There will be joy and opportunity for daily storytelling, writing, and sharing. Students will learn how important their ideas and messages are, asking questions to encourage elaboration, discourse and sharing a message with audience and purpose in mind. The community of writers will include students who are already writing, those with no writing experience, and everyone in between. Students will learn to develop a joy of writing, resiliency for trying, and pride in what they can do as storytellers and writers. Students will learn to date everything so they can see just how much they grow as writers in such a short time!

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer		
<p>Common Core <i>English Language Arts: K</i></p> <ul style="list-style-type: none"> • Writing <ul style="list-style-type: none"> ○ 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>(CCSS.ELA-LITERATURE.W.K.3)</i> ○ With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <i>(CCSS.ELA-LITERATURE.W.8)</i> • Speaking & Listening <ul style="list-style-type: none"> ○ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <i>(CCSS.ELA-LITERATURE.SL.K.4)</i> ○ Add drawings or other visual displays to descriptions as desired to provide additional detail. <i>(CCSS.ELA-LITERATURE.SL.K.5)</i> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>(CCSS.ELA-LITERACY.L.K.1)</i> <ul style="list-style-type: none"> ○ Print many upper- and lowercase letters. <i>(CCSS.ELA-LITERACY.L.K.1.A)</i> 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Orally tell and write stories about everyday experiences. T2 Try new ideas and strategies for drawing and writing. T3 Draft, revise and share writing joyfully.</p>		
	Meaning		
	Understanding(s)	Essential Question(s)	
	<p><i>Students will understand that...</i></p> <p>U1 Writers have important stories, ideas and messages to share with the world. U2 Writers take risks and solve problems. U3 Writers tell their stories and add details to answer questions U4 Writers use pictures and words to convey meaning to readers.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What stories and ideas do I want to share? Q2 Why do writers write? Q3 What tools help me share my ideas and solve problems?</p>	
	Acquisition of Knowledge and Skill		
	Knowledge	Skill(s)	
<p><i>Students will know...</i></p> <p>K1 Writers put the date on their work each time they write. K2 Writers cross out, they don't erase. K3 Vocabulary: Topic, Drawing, Detail, Date,</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Orally telling stories with a beginning, middle and end; S2 Drawing pictures to convey meaning; S3 Using the sound/symbol chart and word wall to</p>		

Stage 1: Desired Results - Key Understandings

<ul style="list-style-type: none"> ○ Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). <i>(CCSS.ELA-LITERACY.L.K.1.C)</i> ○ Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). <i>(CCSS.ELA-LITERACY.L.K.1.D)</i> ○ Produce and expand complete sentences in shared language activities. <i>(CCSS.ELA-LITERACY.L.K.1.F)</i> ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>(CCSS.ELA-LITERACY.L.K.2)</i> <ul style="list-style-type: none"> ○ Capitalize the first word in a sentence and the pronoun I <i>(CCSS.ELA-LITERACY.L.K.2.A)</i> ○ Recognize and name end punctuation. <i>(CCSS.ELA-LITERACY.L.K.2.B)</i> <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> ● Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding. <i>MM.3.3</i> <p><i>Self-Direction</i></p> <ul style="list-style-type: none"> ● Perseverance: Students will be able to identify problem(s) and use appropriate strategies to continue toward a desired goal. <i>MM.4.2</i> 	<p>Labels, First, Next, Last, Revise, Add, letter, pictures, story, word boundaries, beginning sound, active listening, goal, turn and talk, capitalization, upper case, lower case, snap word, plural, noun, question, turn and talk, complete sentence, punctuation, end, period, question mark, exclamation point</p>	<p>problem-solve;</p> <p>S4 Adding to drawings and words to provide additional detail;</p> <p>S5 Asking and answer questions about shared stories;</p> <p>S6 Printing many upper- and lowercase letters.</p> <p>S7 Capitalize the first word of a sentence and the word I.</p> <p>S8 Add s or es to a word to make it plural.</p> <p>S9 Understand and use question words.</p> <p>S10 Produce complete sentences in a shared language activity.</p> <p>S11 Recognize and name end punctuation.</p>
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