

Kindergarten - Unit 3 Writing - Our Own Stories with Friends

Unit Focus

Students dive into the joy of storytelling as you read and write stories about friendship. Kindergarten writers will expand the stories they tell out loud and on paper with richer drawings and through print.

Moving from pattern book writing back to storytelling gives writers the opportunity to apply growing literacy skills and work with agency as they add voice and narrative craft to their own stories. Students will learn strategies to grow their storytelling through, pictures, words and labels. Writers will use strategies for planning, drafting and revising stories.

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, respond to questions and suggestions from peers and add details to strengthen writing as needed. <i>(CCSS.ELA-LITERATURE.W.5)</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> • 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"> ○ 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> 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Generate and capture ideas to pursue in future writing (Product Creation)</p> <p>T2 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages. (design)</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Writers use words and pictures together to share a message.</p> <p>U2 Writers try out many ideas and strategies and work hard to make their writing better.</p> <p>U3 Writers choose topics that are important to them and add their own voice to the writing.</p>	
	<p style="text-align: center;">Acquisition of Knowledge and Skill</p>	
	Knowledge	Skill(s)
<p><i>Students will know...</i></p> <p>K1 How to use conventions to help the reader understand their writing.</p> <p>K2 How to retell a story to a partner.</p> <p>K3 Letter and sound relationships.</p> <p>K4 Vocabulary: Touch and Tell, beginning, middle,</p> <p><i>Students will be skilled at...</i></p> <p>S1 Touching and telling a story over three pages.</p> <p>S2 Adding details to words and pictures.</p> <p>S3 Using the word wall to spell high frequency words.</p> <p>S4 Adding details to words and pictures.</p>		

Stage 1: Desired Results - Key Understandings

- Produce and expand complete sentences in shared language activities. *(CCSS.ELA-LITERACY.L.K.1.F)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.K.2)*
 - Capitalize the first word in a sentence and the pronoun I *(CCSS.ELA-LITERACY.L.K.2.A)*
 - Recognize and name end punctuation. *(CCSS.ELA-LITERACY.L.K.2.B)*
 - Write a letter or letters for most consonant and short-vowel sounds (phonemes). *(CCSS.ELA-LITERACY.L.K.2.C)*

Student Growth and Development 21st Century Capacities Matrix

Creative Thinking

- Design: Students will be able to engage in an appropriate process to refine their product. *MM.2.3*

Collaboration/Communication

- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. *MM.3.2*

end, action, movement, eyebrows, mouth, hands, legs, gestures, friend, together, apart, between, question mark, exclamation point, period, bold word, ending sound, middle sound, vowel, plural, capital, uppercase, complete sentence

- S5 Using thought and speech bubbles to show how characters think and feel.
- S6 Using word boundaries
- S7 Using beginning and ending sounds in words.
- S8 printing many lowercase letters.
- S9 Capitalize the first word of a sentence and the word I.
- S10 Add /s/ or /es/ to a word to make it plural.
- S11 Understand and use question words.
- S12 Produce complete sentences in a shared language activity.
- S13 Recognize and name end punctuation.