

Kindergarten - Unit 4 Writing - I am a Teacher

Unit Focus

Kindergarten writers become teachers in this informational unit. Building on the developing voice for writing for an audience, students will be encouraged to keep a teaching and engaging stance in mind as they write about topics about which they are experts. Writers will use craft and the text features of nonfiction as they write. They will write How-To Books followed by All About Books which may include How-To sections.

Students will have many opportunities to use the new words they are learning as they turn and talk, work in centers and use inquiry to find examples and talk about their discoveries and learning with partners. As always, a high volume of reading and writing experiences will help students to notice and think about the work of published authors as they find craft, structure and ideas they'd like to try out in their own writing. The goal for our kindergarten writers will be to write informational texts that have a main idea and supporting details using words and drawing.

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 compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <i>(CCSS.ELA-LITERATURE.W.K.2)</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, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. <i>(CCSS.ELA-LITERATURE.W.6)</i> ○ Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <i>(CCSS.ELA-LITERATURE.W.7)</i> ○ With guidance and support from adults, recall information from experiences or gather information from provided 	<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 (Analyzing)</p> <p>T2 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages. (Product Creation, Analyzing)</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Writers write about topics that they know a lot about and have strong feelings about.</p> <p>U2 Writers use mentor texts to make their own writing better.</p> <p>U3 Writers plan their words and pictures together to teach readers.</p> <p>U4 Writers use strategies and a process to plan, draft, revise, edit, publish and reflect on their work.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How do writers choose topics to teach to readers?</p> <p>Q2 How do writers use the work of published authors to help them write?</p> <p>Q3 How is non-fiction writing the same and different from other kinds of writing?</p>

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p style="text-align: center;">sources to answer a question. <i>(CCSS.ELA-LITERATURE.W.8)</i></p> <ul style="list-style-type: none"> • 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> ○ 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>Critical Thinking</i></p> <ul style="list-style-type: none"> • Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. <i>MM.1.2</i> <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> • Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. <i>MM.3.2</i> 	<p><i>Students will know...</i></p> <p>K1 Signs are a kind of information writing that teach, warn and persuade.</p> <p>K2 Pictures and words communicate meaning on signs.</p> <p>K3 Vocabulary: Fiction, nonfiction , main idea, detail, informational, photo, diagram, label, caption, table of contents, glossary, index, heading, title, how-to, procedure, fact, opinion, RAN Chart, steps, warning, question and answer, steps, capitalization, complete sentence, question mark, exclamation point, period, uppercase, plural, noun, punctuation</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Using capital letters to begin sentences and for names.</p> <p>S2 Using end punctuation.</p> <p>S3 Self-selecting topics.</p> <p>S4 Creating headings to match the main idea of a page.</p> <p>S5 Using labels to teach more about pictures.</p> <p>S6 Writing in twin sentences.</p> <p>S7 Using spaces between words.</p> <p>S8 Using beginning, middle and end sounds in words.</p> <p>S9 Orally make a word/noun plural by adding /s/ or /es/.</p> <p>S10 Understand and use question words.</p> <p>S11 Produce complete sentences in a shared language activity.</p>