Kindergarten - Unit 5 Writing - Persuasive Writing

Madison Public Schools

Unit Focus

In this unit writers will discover and use the power of their writing voices to influence the opinions and preferences of others. What could be more exciting than recommending well-loved characters and books to other readers? Students will collect evidence about what makes characters good and loveable friends in reading and then write persuasive letters to the characters, to other readers and create signs to post in the class and school library to spread the word to more and more readers.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer

Common Core
 English Language Arts: K
 	
 • Demonstrate understanding of the organization and basic features of print. *(CCSS.ELA-LITERACY.RF.K.1)*
     o Understand that words are separated by spaces in print. *(CCSS.ELA-LITERACY.RF.K.1.C)*
 • Writing
     o 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...). *(CCSS.ELA-LITERATURE.W.K.1)*
     o With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. *(CCSS.ELA-LITERATURE.W.5)*
     o With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. *(CCSS.ELA-LITERATURE.W.6)*
     o With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. *(CCSS.ELA-LITERATURE.W.8)*
 • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. *(CCSS.ELA-LITERATURE.SL.K.1)*
     o Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). *(CCSS.ELA-LITERACY.SL.K.1.A)*
     o Continue a conversation through multiple exchanges. *(CCSS.ELA-*
	Students will be able to independently use their learning to...
	 T1 Generate and capture ideas to pursue in future writing. (Imagining)
	 T2 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages. (Product Creation)

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... U1 Writers use words and pictures together to share a message. U2 Writers give their opinions with evidence to convince readers. U3 Writers try out many ideas and strategies and work hard to make their writing better. U4 Writers choose topics that are important to them and add their own voice to the writing.	*Students will keep considering...* Q1 How do writers use their voices to change the way people think? Q2 What's my opinion about this? What's the best way to prove my opinion? Q3 Who is my reader? What do I want him to do/think? Q4 What problems can I get people to help me with in my house? School? Town? The World?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... K1 Vocabulary - persuasive, petition, opinion, reasons, evidence, cause, writing partner, writing conference, plan, draft, revise, edit, publish, reflect, question, complete	*Students will be skilled at...* S1 Writing words with accurate beginning and ending sounds; S2 Writing common one, two and three letter sight words;

Stage 1: Desired Results - Key Understandings

LITERACY.SL.K.1.B)
- Speaking & Listening
  - Ask and answer questions in order to seek help, get information, or clarify something that is not understood. *(CCSS.ELA-LITERATURE.SL.K.3)*
  - Add drawings or other visual displays to descriptions as desired to provide additional detail. *(CCSS.ELA-LITERATURE.SL.K.5)*
  - Speak audibly and express thoughts, feelings, and ideas clearly. *(CCSS.ELA-LITERATURE.SL.K.6)*
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.K.1)*
  - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). *(CCSS.ELA-LITERACY.L.K.1.C)*
  - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). *(CCSS.ELA-LITERACY.L.K.1.D)*
  - 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)*

Student Growth and Development 21st Century Capacities Matrix
Creative Thinking
- Imagining: Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry. *MM.2.2*

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*

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sentence, question mark, exclamation point, period, punctuation, capitalization, uppercase, plural, noun,

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S3   Using word spaces;
S4   Using lower-case letters unless a capital letter is called for;
S5   Using end punctuation;
S6   Using tools to write and edit high frequency words;
S7   Rereading writing for clarity and performance;
S8   Using the word wall and sound symbol charts to problem solve or edit;
S9   Identifying and stating their opinion
S10   Capitalize the first word of a sentence and the word I.
S11   Form regular plural nouns orally by adding /s/ or /es/.
S12   Understand and use question words.
S13   Produce complete sentences in a shared language activity.
S14   Recognize and name ending punctuation.