

Kindergarten Writing

Curriculum/Content Area: Writing	Course Length: One Year
Course Title: Kindergarten Literacy	Date last reviewed: 2013
Prerequisites: N/A	Board approval date:
Primary Resource: Teachers College Readers and Writers Project <i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i>	

Desired Results

Course description and purpose: Students will start the year learning to approximate writing by drawing and labeling. Students will engage in the inventive spelling process: drawing, then labeling part by part, and revising to add more and more labels. Students will learn to string together words learned through inventive spelling into full sentences and begin to create their own books, dividing their subject into chunks that can be captured across the pages of a book. Students will make decision about page layouts by studying mentor texts and write lots of sentences across pages in a pattern using high-frequency words as well as words learned through inventive spelling. They will also select some of their books to make “bookstore ready” and publish them. Growth in kindergarten is spectacular, and by the later kindergarten units, students are invited to use their new-found powers to live writerly lives. Students write informational how-to texts on a procedure familiar to them and students will craft petitions, persuasive letters, and signs that rally people to address problems in the classroom, the school, and the world.

Priority Standards - Anchor Standards
Wisconsin Standards for English Language Arts WI.ELA.R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>K-12</i> WI.ELA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <i>K-12</i> WI.ELA.R10: Read and comprehend complex literary and informational texts independently and proficiently. <i>K-5</i> WI.ELA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3). <i>K-5</i> WI.ELA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly

and persuasively. *K-12*

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *K-12*

WI.ELA.F1-Print Concepts: Demonstrate understanding of the organization and basic features of print *K-1*

WI.ELA.F2-Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes) *K-1*

WI.ELA.F3-Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words. *K-5*

WI.ELA.F4-Fluency: Read with sufficient accuracy and fluency to support comprehension. *2-5*

Priority Standards - Kindergarten

Wisconsin Standards for English Language Arts

WI.ELA.R1: With prompting and support, ask and answer questions about key details in text.

WI.ELA.R4: Ask and answer questions about unknown words in a text.

WI.ELA.R10: Actively engage in group reading activities with purpose and understanding.

WI.ELA.W4: *Begins 3rd Grade:* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

WI.ELA.F1: Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

WI.ELA.F2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in

three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)

- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Unit 1 - Making Believe on Paper: Fiction Writing with Young Children

Enduring Understandings

- 1. Drawing pictures helps readers understand the writer's thoughts.
- 2. Writers draw pictures to help readers understand their thoughts.
- 3. Words use lowercase letters, only special words begin with uppercase letters.

Essential Questions

- 1. What purpose is there to drawing pictures instead of writing words?
- 2. How can you communicate what you are saying through a picture?
- 3. How can adding pictures help readers understand your story?

Standards:

WI.ELA.W4: *Begins 3rd Grade:* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation

WI.ELA.F1: Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

Supporting Standards

WI.ELA.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

WI.ELA.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

WI.ELA.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

Learning Targets:

I can ask questions about the important parts of the text with help from my teacher and friends. (R.K.1)

I can answer questions about the important parts of the text with help from my teacher and friends. (R.K.1)

- *Session 7: We are learning to use shapes and lines in nature*

I can use drawing, telling, and writing to narrate a single event or several events tell about the events in the order tell how the character(s) felt (W.K.4)

- *Session 9: We are learning to use details in our drawing to convey mood and feelings*

I can I can use information from my experiences or gather information from other sources to answer a question. (W.K.8)

- *Session 7: We are learning to use shapes and lines in nature*

I can take turns when I talk with my friends and teachers. (SL.K.1)

I can talk with my friends and teachers about lots of different things. (SL.K.1)

- *All sessions in unit*

I can ask questions when I need help, information, or to better understand something. (SL.K.3)

- *All sessions in unit*

I can draw or make visual displays to add details. (SL.K.5)

- *Session 6: We are learning to use special artist's vocabulary*
- *Session 8: We are learning to draw a balanced picture with detailed illustrations*
- *Session 9: We are learning to use details in our drawing to convey mood and feelings*

I can produce and expand complete sentences in shared language activities. (L.K.1f)

- *All sessions in unit*

Assessment Evidence:

Performance Assessment Options

May include, but are not limited to the following:

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Other assessment options

May include, but are not limited to the following:

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Digital Tools & Supplementary Resources

Unit 2 - Launching the Writing Workshop

Enduring Understandings

1. Using strategies to examine and convey complex ideas will help them write informative texts.
2. Using strategies to develop real or imagined experiences or events will help them write narrative text.
3. How to interpret words and phrases and to consider how word choice shapes meaning and tone of text.
4. Readers support their literal and inferential thinking, writing and speaking with evidence from the text.

Essential Questions

1. How can I become a writer and make lots and lots of books?
2. How can I draw and write and make lots and lots of books?
3. How can I put things I know about in a book all by myself?
4. How can I remember, plan and tell a story across the pages of a book?
5. How can I fix up my writing so I can share it with other people?

Standards:

WI.ELA.W4: *Begins 3rd Grade:* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

Supporting Standards

WI.ELA.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

WI.ELA.L.K.2 Demonstrate command of the conventions of standard English capitalization,

punctuation, and spelling when writing.

D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Learning Targets:

I can use drawing, telling, and writing to narrate a single event or several events tell about the events in the order tell how the character(s) felt (W.K.4)

- *Bend 3 Session 13: Planning stories page by page: planning and telling stories across pages.*
- *Bend 3 Session 15: Stretching and writing words: hearing and recording sounds in sequence*

I can draw, tell, and write about a topic supply some information about the topic (W.K.4)

- *Bend 1 Session 1: We are all writers: putting ideas on paper with pictures and words.*
- *Bend 1 Session 2: Writers know that “when we are done, we have just begun”.*
- *Bend 1 Session 3: Carrying on independently as writers.*
- *Bend 3 Session 13: Planning Stories Page by Page: Planning and Telling Stories across Pages*
- *Bend 3 Session 15: Letter to Teachers: Stretching and Writing Words: Hearing and Recording Sounds in Sequence*

I can use ideas from others to add details to my story. (W.K.5)

- *Bend 1 Session 2: Writers know that “when we are done, we have just begun”.*
- *Bend 1 Session 3: Carrying on independently as writers.*
- *Bend 2 Session 7- Turning Pieces into Scrolls and Books*
- *Bend 2 Session 9: Asking and Answering Questions to Add More*
- *Bend 2 Session 13: Planning stories page by page: planning and telling stories across pages*
- *Bend 3 Session 14: Adding More Details to Pictures and Stories*
- *Bend 3 Session 17: Using Everything to Make Pieces the Best They Can Be*
- *Bend 4 Session 18: Editing.*

I can take turns when I talk with my friends and teachers. (SL.K.1)

I can talk with my friends and teachers about lots of different things. (SL.K.1)

- *All sessions in unit*

I can produce and expand complete sentences in shared language activities. (L.K.1f)

- *Bend 2 Session 8: Planning teaching books page by page.*

I can spell simple words by sounding them out. (L.K.2.d)

- *Bend 1 Session 5: Stretching out words to write them.*
- *Bend 1 Session 6: Writing Even Hard-to Write Ideas*
- *Bend 2 Session 10: Stretching out words to write even more sounds.*
- *Bend 3 Session 13: Planning stories page by page: planning and telling stories across pages.*
- *Bend 4 Session 18: Editing.*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

Other assessment options

May include, but are not limited to the following:

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Digital Tools & Supplementary Resources	
Recommended Mentor Texts: <ul style="list-style-type: none"> • <i>Freight Train</i> by Donald Crews • <i>Creek! Said the Bed</i> by Phyllis Root 	

Unit 3- Show and Tell: From Labels to Patterns	
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> 1. Using strategies to spell words. 2. Using strategies to decide what drawings, labels, and parts of an idea go on each page. 3. Writing books about topics that matter to them. 4. Studying and using high frequency words to form patterned sentences. 	<ol style="list-style-type: none"> 1. How can I draw objects part by part, writing lots of labels onto that drawing? 2. How can I revise the picture and the labels by adding more onto them? 3. How can I organize my thinking and write on a topic across pages? 4. How can I study mentor texts to guide my writing layouts? 5. How can I fancy up a few books to publish?
Standards:	
Wisconsin Standards for English Language Arts WI.ELA.R1: With prompting and support, ask and answer questions about key details in text. WI.ELA.W4: <i>Begins 3rd Grade:</i> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. WI.ELA.SL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) f. Produce and expand complete sentences in shared language activities. 	

Supporting Standards

WI.ELA.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

WI.ELA.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

WI.ELA.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Learning Targets:

I can draw, tell, and write about a topic, and supply some information about the topic (W.K.4)

- *All sessions in unit*

I can use ideas from others to add details to my story. (W.K.5)

I can use information from my experiences or gather information from other sources to answer a question. (W.K.8)

- *Bend 1 Session 5: Writing partners can help each other celebrate and add more*
- *Bend 2 Session 11: Growing writers talk about their writing in important ways*
- *Bend 3 Session 13: Talking and writing with patterns and snap words*

I can ask questions about the important parts of the text with help from my teacher and friends. (R.K.1)

I can answer questions about the important parts of the text with help from my teacher and friends. (R.K.1)

- *Bend 3 Session 12: Writing books that kids what to read*

I can talk with my friends and teachers about lots of different things. (SL.K.1)

I can take turns when I talk with my friends and teachers. (SL.K.1)

- *All sessions in unit*

I can use words that name people, places, and things. (L.K.1b)

- *Bend 2, Session 6: Writers Write Show-and-Tell Books About Important Places*
- *Bend 2, Session 9: Adding Longer Labels to Bring Pages to Life*
- *Bend 2, Session 10: Writing Sentences that Say What Pictures and Labels Can't*

I can produce and expand complete sentences in shared language activities. (L.K.1f)

- *Bend 2, Session 10: Writing Sentences that Say What Pictures and Labels Can't*
- *Bend 3, Session 14: Studying How Sentences Look*
- *Bend 3 Session 16: Writers Write More Sentences on a Page*

I can spell simple words by sounding them out. (L.K.2.d)

- *All sessions in unit*

Assessment Evidence

<p>Performance Assessment Options <i>May include, but are not limited to the following:</i></p> <ul style="list-style-type: none"> • 	<p>Other assessment options <i>May include, but are not limited to the following:</i></p> <ul style="list-style-type: none"> •
<p>Digital Tools & Supplementary Resources</p>	
<p>Recommended Mentor Texts:</p> <ul style="list-style-type: none"> • <i>The Ultimate Book of Vehicles: From Around the World</i> by Anne-Sophie Baumann and Didier Balicevic 	

<p>Unit 4 - Writing for Readers</p>	
<p>Enduring Understandings</p>	<p>Essential Questions</p>
<ol style="list-style-type: none"> 1. Using strategies to develop real or imagined experiences or events will help them write narrative text. 2. How to interpret words and phrases and to consider how word choice shapes meaning and tone of text. 3. Readers support their literal and inferential thinking, writing and speaking with evidence from the text. 4. How to read complex literary and informational texts independently and proficiently. 	<ol style="list-style-type: none"> 1. How can I write lots of true stories and write them so people can really read them? 2. How can I draw and write so that people can reread my writing? 3. How can I use tools like the alphabet chart and the word wall to make my writing easier to read? 4. How can I learn to revise my stories so they aren't confusing and so that they answer readers' questions? 5. How can I learn to reread my writing, checking to make sure that people can read it smoothly?
<p>Standards:</p>	
<p>WI.ELA.R1: With prompting and support, ask and answer questions about key details in text. WI.ELA.W4: <i>Begins 3rd Grade:</i> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities. <p>WI.ELA.F2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Supporting Standards

WI.ELA.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Learning Targets:

I can use drawing, telling, and writing to narrate a single event or several events tell about the events in the order tell how the character(s) felt (W.K.4)

- *Bend 1 Session 1: Writing for readers*
- *Bend 1 Session 2: How to write true stories that readers really want to read.*
- *Bend 1 Session 3: Drawing stories for readers.*
- *Bend 1 Session 4: Writing sentences that tell a story.*
- *Bend 2 Session 6: Checklists can help writers make powerful stories.*
- *Bend 2 Session 9: Writing stories with true words: making stories talk.*
- *Bend 2 Session 10: Using reading partnerships to support more conventional writing.*
- *Bend 3 Session 13: Writers search their mental and drawn pictures to make their stories better.*

I can ask questions about the important parts of the text with help from my teacher and friends. (R.K.1)

I can answer questions about the important parts of the text with help from my teacher and friends.

(R.K.1)

- *Bend 2 Session 6: Checklists can help writers make powerful stories*

I can talk with my friends and teachers about lots of different things. (SL.K.1)

I can take turns when I talk with my friends and teachers. (SL.K.1)

- *All sessions in unit*

I can produce and expand complete sentences in shared language activities. (L.K.1f)

- *Bend 1 Session 4: Writing sentences that tell a story.*
- *Bend 2 Session 8: Writing readable stories using word walls.*
- *Bend 2 Session 9: Writing stories with true words: making stories talk.*
- *Bend 2 Session 12: Putting it together: how to make readable writing (guided inquiry).*
- *Bend 4 Session 19: Writers make their pieces beautiful to get ready for publication.*

I can spell simple words by sounding them out. (L.K.2.d)

- *All sessions in unit*

I can say just the middle sound of a little word. (CVC) (F.K.2d)

- *Bend 2 Session 7: A vowel chart can help with the middles of words.*

Assessment Evidence:

Performance Assessment Options

May include, but are not limited to the following:

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Other assessment options

May include, but are not limited to the following:

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Digital Tools & Supplementary Resources

Unit 5 - How-to Books: Writing to Teach Others

Enduring Understandings

1. Using strategies to examine and convey complex ideas will help them write informative texts.
2. Using strategies to develop real or imagined experiences or events will help them write narrative text.
3. How to interpret words and phrases and to consider how word choice shapes meaning and tone of text.
4. Readers support their literal and inferential thinking, writing and speaking with evidence from the text.

Essential Questions

1. How can I write lots of books that teach people how to do something?
2. How can I use diagrams and words to teach people how to do something, step by step?
3. How can I learn ways to make my how-to books even better, by studying a published author?
4. How can I make sure other people understand what I am teaching, when I am writing how-to books?
5. How can I reread and edit my best how-to book so that I make it work for my readers?

Standards:

Wisconsin Standards for English Language Arts

WI.ELA.W4: *Begins 3rd Grade:* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

Supporting Standards

WI.ELA.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Learning Targets

I can draw, tell, and write about a topic and supply some information about the topic (W.K.4)

- *Bend 1 Session 2: Writers use what they already know: touching and telling steps across the pages.*
- *Bend 1 Session 3: Writers become readers, asking, "Can I follow this?"*
- *Bend 1 Session 4: Writers answer a partners questions.*
- *Bend 1 Session 5: Writers label their diagrams to teach even more information.*
- *Bend 1 Session 6: Letter to teachers: writers write as many books as they can.*
- *Bend 1 Session 7: Writers reflect and set goals to create their best information writing.*
- *Bend 2 Session 8: Writers emulate features of informational writing using a mentor text.*
- *Bend 2 Session 10: How-To Book Writers Picture Each Step and Then Choose Exactly Right Words*
- *Bend 2 Session 11: Elaboration in How-to books: writers guide readers with warnings, suggestions and tips.*
- *Bend 2 Session 12: "Balance on one leg like a flamingo":using comparisons to give readers clear directions.*
- *Bend 3 Session 14: Writing a series or collection of how to books to teach others even more about a topic.*
- *Bend 3 Session 15: Writers can write introductions and conclusions to help their readers.*
- *Bend 4 Session 17: How to books make wonderful gifts*

I can talk with my friends and teachers about lots of different things. (SL.K.1)

I can take turns when I talk with my friends and teachers. (SL.K1)

- *All sessions in unit*

I can produce and expand complete sentences in shared language activities. (L.K.1f)

- *Bend 1 Session 4: Writers answer a partners questions.*
- *Bend 2 Session 10: How to book writers picture each step and then chose exactly right words.*
- *Bend 3 Session 16: Using everything they know to make their how to books easy to read.*
- *Bend 4 Session 17: How to books make wonderful gifts.*
- *Bend 4 Session 18: Preparing for the publishing party:writers do their best work now to share int later.*

I can spell simple words by sounding them out. (L.K.2.d)

- *All sessions in unit*

Assessment Evidence	
Performance Assessment Options <i>May include, but are not limited to the following:</i> <ul style="list-style-type: none"> • 	Other assessment options <i>May include, but are not limited to the following:</i> <ul style="list-style-type: none"> •
Digital Tools & Supplementary Resources	
Recommended Mentor Texts: <ul style="list-style-type: none"> • <i>My First Soccer Game</i> by Alyssa Capucilli 	

Unit 6 - Persuasive Writing of All Kinds: Using Words to Make a Change	
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> 1. Using valid reasoning and sufficient evidence will help them write convincing arguments. 2. Using strategies to examine and convey complex ideas will help them write informative texts. 3. How to interpret words and phrases and to consider how word choice shapes meaning and tone of text. 4. Readers support their literal and inferential thinking, writing and speaking with evidence from the text. 5. How to read complex literary and informational texts independently and proficiently. 	<ol style="list-style-type: none"> 1. How can I write to convince people to do things that will make the world a better place? 2. How can I fill my folder with all kinds of opinion writing in which I say my opinion and tell reasons why? 3. How can I write letters that tell about problems and how to fix them? 4. How can I use lots of kinds of writing and give speeches to get people to care about problems in the world and to do stuff to make a change?
Standards	
<p>WI.ELA.R1: With prompting and support, ask and answer questions about key details in text.</p> <p>WI.ELA.R10: Actively engage in group reading activities with purpose and understanding.</p> <p>WI.ELA.W4: <i>Begins 3rd Grade:</i> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>WI.ELA.SL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation <p>WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. 	

- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

Supporting Standard

WI.ELA.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Learning Targets:

I can draw, tell, or write my opinion. (e.g., My favorite book is...).(W.K.4)

I can draw, tell, and write about a topic and supply some information about the topic (W.K.4)

- *Bend 1 Session 1: Words are like magic wands: they can make things happen.*
- *Bend 1 Session 2: Convincing people: providing reasons and consequences.*
- *Bend 1 Session 3: Don't stop there! generating more writing for more causes.*
- *Bend 2 Session 7: Writing letters that reach readers.*
- *Bend 2 Session 10: How can we make it better? imagining solutions.*
- *Bend 2 Session 11: Wait! what's that say? fixing up letters before mailing them.*
- *Bend 3 Session 13: Sound like an expert! teaching information to persuade your audience.*
- *Bend 3 Session 14: Letter to teachers: more on adding detailed information to persuasive writing.*
- *Bend 3 Session 15: Writing how to books to make a change.*

I can ask questions about the important parts of the text with help from my teacher and friends. (R.K.1)

I can answer questions about the important parts of the text with help from my teacher and friends.

(R.K.1)

- *Bend 2 Session 8: Studying a mentor text (guided inquiry).*

I can listen to and understand books with my class.(R.K.10)

I can read and understand books with my class.(R.K.10)

- *Bend 2 Session 8: Studying a mentor text (guided inquiry).*

I can talk with my friends and teachers about lots of different things. (SL.K.1)

I can take turns when I talk with my friends and teachers. (SL.K.1)

- *All sessions in unit*

I can produce and expand complete sentences in shared language activities. (L.K.1f)

- *Bend 2 Session 8: Studying a mentor text (guided inquiry).*
- *Bend 3 Session 18: Fixing and fancying up for publication using the super checklist.*

I can spell simple words by sounding them out. (L.K.2.d)

- *All sessions in unit*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

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Other assessment options

May include, but are not limited to the following:

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Digital Tools & Supplementary Resources

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