



Mount Pleasant Central School District

Kindergarten Writing, English Language Arts

We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Course Description: What does it mean to be a writer in kindergarten? In this class, students will explore different kinds of writing including: functional, procedural and personal narrative, as they learn to use words and pictures to communicate ideas, tell stories and share information. Our main goal is to nurture young writers' confidence, independence and joy in writing, while helping them understand that writing has a real purpose in their daily lives. Assessment will primarily be through observation of students' writing behaviors, growth in their use of letters and words, their ability to express ideas clearly for an audience and through authentic writing task performance.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Getting Ready-Prewriting Unit	September	- In this unit of study, students will learn the routines, rituals, and resources of a writing workshop.	- author -illustrator -routine -idea	KSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic. KRF1b: Recognize that spoken words are represented in written language by specific sequences of letters.	- Become familiar with their writing environment while learning the routines, rituals, and resources available to them. -Demonstrate an interest in collaborating and sharing thoughts and ideas with their classmate(s). -Listen to published books as a reader and a writer.	Writers have important ideas to share and by learning routines, using tools and practicing the writing process, we can grow as a community of writers.	
How Writers Work	October- November	- In this unit of study, students will be introduced to the writing workshop, the	- author -illustrator -idea -partner	KSL1a: Follow agreed-upon rules for discussions, including listening to others,	- Begin to think about the decisions writers make in their writing and the reasons why	Writers can study mentor authors and texts to think about how writers work so	

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		writing process, and begin to understand why writers write in the ways they do. The mentor texts in this unit of study will help students think about what authors and illustrators are thinking and feeling when they write and draw.	-audience	taking turns, and staying on topic. KW3: Use a combination of drawing, dictating, oral expression and/or emergent writing to narrate an event. KSL4: Describe familiar people, places, things and events with detail.	they make them. -Explore what inspires writers to write. -Incorporate techniques they have learned from the mentor texts into their own writing. -Learn about themselves as writers by developing a writing identity.	they can emulate this process.	
List & Label	December-January	- In this unit of study students will create list and label books. Students will focus on a topic and provide information using a	- lists -labels -brainstorm -topic	KSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.	- Explore the various reasons or purposes for list and label books. -Draw on knowledge of sound-letter	List and Label books show the youngest writers that there are published books that look similar	

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		list structure.		KW2: Use a combination of drawing, dictating, oral expression and/or emergent writing to name a familiar topic and supply information.	relationships to label pictures -Focus on a topic and provide information using a list structure; -Edit and publish a list and label book to share with an audience.	to what they can write. List and label books contain simple structures that the youngest writers can model with confidence.	
Functional Writing	February-March	- In this unit, students will learn how writing can be used for practical purposes such as lists, notes, labels and signs that communicate clear messages to others.	- communicate -purpose -letter -salutation -create	KRF1: Demonstrate understanding of the organization and basic features of print. KSL2: Participate in a conversation about features of diverse texts and formats.	- Use a combination of drawing, dictating, and writing to create various types of functional writing, such as letters, lists, labels, maps, postcards, advertisements, and	Through shared and independent writing practice, students will develop an understanding of audience and purpose and strengthen their ability to use letters and words to convey	

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				KSL5: Create visual displays to support descriptions.	signs.	meaning, inform and connect with their world.	
Procedural Writing (How-To)	March-April	- In this unit students will learn how to write step by step directions that teach others how to do something, using both words and pictures to convey meaning.	- information -procedural -sequence -teach	KSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic. KW2: Use a combination of drawing, dictating, oral expression and/or emergent writing to name a familiar topic and supply information. KW7: Recall and	- Participate in shared research as they learn about different types of informative and procedural writings and their features (e.g., recipes, instructions, directions, steps in a process, a sequence of events, etc .) -Understand that steps in a process are sequenced chronologically. -Name a topic and supply procedural	Through modeling, shared writing and independent practice, students will discover how clear, simple writing can help others follow a process.	

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				represent relevant information from experiences or gather information from provided sources to answer a question.	information about that topic.		
Personal Narrative	May-June	-In this unit, students will begin using temporal words, focus on sequence and practice writing that tells the stories of their own lives.	- events -focus -description -details	KRF1c: Understand that words are separated by spaces in print. KSL1c: Consider individual differences when communicating with others. KW3: Use a combination of drawing, dictating, oral	- Recognize that personal narrative writers draw on their personal experiences and interests to generate ideas for writing. -Discover features of personal narratives. -Utilize various narrative techniques when composing their	Through modeling, shared writing and independent practice, students will learn how to tell the stories of their own lives through writing. They will practice selecting meaningful experiences to write about and practice adding details to help readers understand	End-of-Year Writing Sample of Personal Narrative (Weekend News)

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				expression, and/or emergent writing to narrate an event. KSL6: Express thoughts, feelings and ideas.	own personal narratives -Select one story idea to focus on, develop, and publish. -Use a combination of drawing, dictation, and writing to narrate a single event or several loosely linked events to tell about an event in the order that it happened, including a reaction in the end.	their ideas.	
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