

# GR K Schoolwide Unit 1 (How Writers Work)

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **Oct. - Nov.**  
Status: **Published**

## Unit Overview

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Module Title: How Writers Work

Essential Question: What does learning about how others write help me to become a writer?

## Standards

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### Writing Domain

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ELA.W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
ELA.W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
ELA.W.IW.K.2.A	Introduce a topic.
ELA.W.IW.K.2.B	Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
ELA.W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
ELA.W.NW.K.3.A	Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
ELA.W.NW.K.3.B	Provide limited details of experiences, events, or characters.
ELA.W.NW.K.3.C	Provide a reaction to the experiences or events.
ELA.W.WP.K.4	With prompts and support from adults, recognize that writing carries a message and should make sense to others.
ELA.W.WR.K.5	With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
ELA.W.SE.K.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
ELA.W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.

### Speaking & Listening

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ELA.SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
ELA.SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
ELA.SL.PE.K.1.B	Continue a conversation through multiple exchanges.
ELA.SL.II.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
ELA.SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
ELA.SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
ELA.SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
ELA.SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

## Language Domain

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ELA.L.WF.K.1	Demonstrate command of the conventions of writing.
ELA.L.WF.K.1.A	Match upper and lowercase letters.
ELA.L.WF.K.1.B	Write upper and lowercase letters, with reference to a model.
ELA.L.WF.K.2	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
ELA.L.WF.K.2.D	Writing frequently used words accurately.
ELA.L.WF.K.2.E	Attempting phonetic spellings of unknown words.
ELA.L.WF.K.2.F	Writing initial and final consonant blends (must, slab, plump).
ELA.L.WF.K.3	Demonstrate command of the conventions of sentence composition.
ELA.L.WF.K.3.B	Write simple sentences.
ELA.L.WF.K.3.C	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
ELA.L.WF.K.3.D	Use end punctuation.
ELA.L.WF.K.3.E	Use manipulatives or digital tools to construct complete sentences.
ELA.L.WF.K.3.F	Write sentences with increasing complexity.
ELA.L.KL.K.1	With prompting and support, develop knowledge of language and its conventions when speaking and listening.
ELA.L.KL.K.1.A	Use frequently occurring nouns and verbs.
ELA.L.KL.K.1.B	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
ELA.L.KL.K.1.C	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
ELA.L.KL.K.1.D	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
ELA.L.KL.K.1.E	Produce and expand complete sentences in shared language activities.
ELA.L.VL.K.2	With prompting and support, ask and answer questions to help determine or clarify the

	meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
ELA.L.VL.K.2.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
ELA.L.VI.K.3	With guidance and support from adults, explore word relationships and nuances in word meanings.
ELA.L.VI.K.3.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
ELA.L.VI.K.3.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
ELA.L.VI.K.3.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
ELA.L.VI.K.3.D	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

## **Materials/Activities/Resources**

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### **Core materials:**

- Schoolwide Writing

### **Supplemental materials:**

- HMH Into Reading Writing Lessons & Prompts
- Patterns of Power

### **Web Site Resources:**

- Schoolwide Writing
- Lexia

## **Technology**

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- Full list on district teacher page
- YouTube videos of mentor text readings

## **Assessment**

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### **Formative Assessment**

- Teacher Observation
- Peer Editing
- Shared Writing
- Writer's Notebook
- Graphic Organizers / Student Forms
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide
- Student Performance Checklist

### **Summative Assessment**

- Process Pieces
- Schoolwide Rubrics
- Student Publishing
- Student Self-Reflection

### **Alternative Assessments**

- On-demand Writing Pieces
- HMH writing about reading prompts
- Writing Pathways performance-based assessments and learning progressions

## **Accommodations & Modifications**

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### **Special Education**

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

#### **504**

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

#### **ELL**

- Translation device/dictionary
- In class/pull out support with ESL teacher

- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support

**At-Risk of Failure**

- Additional time during intervention time
- Graphic organizers
- Vocabulary support

**Gifted & Talented**

- Independent projects
- PEP/GEM class

**Interdisciplinary Connections**

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Social Studies Connections: All About Me

**Social and Emotional Learning Connections**

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Learning Mindset: Self-Reflection, Belonging, Perseverance

**21st Century Life Literacies & Key Skills**

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Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

### **Career Ready Practices**

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- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.