

GR K Schoolwide Unit 4 (How-To Writing)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 3**
Length: **Mar. - Apr.**
Status: **Published**

Unit Overview

Module Title: How-To Writing

Essential Question: What can I learn from the features of informative writing like recipes, instructions, directions, steps in a process, sequence of events, etc?

Standards

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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.1.C | Write left to right and include a space between words. |
| 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.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.F | Write sentences with increasing complexity. |
| ELA.L.WF.K.3.G | Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame. |
| ELA.L.WF.K.3.H | Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations. |
| ELA.L.WF.K.3.I | With support, distinguish between a complete sentence and a sentence fragment. |
| 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.C | Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). |
| 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 |

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| | a bird and learning the verb to duck). |
| ELA.L.VL.K.2.B | Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word. |
| 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.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. |
| 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. |
| 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. |

Materials/Activities/Resources

Core materials:

- Schoolwide Writing

Web Site Resources:

- Schoolwide Writing
- Lexia
- Amira (K-3)

Technology

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

Assessment

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

Accommodations & Modifications

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

Social Studies Connections: Community

Social and Emotional Learning Connections

Learning Mindset: Self-Reflection, Setting Goals, Curiosity, Problem Solving

21st Century Life Literacies & Key Skills

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

- 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.