

# Unit: ELA-Writing

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Trimester 1**  
Length: **ongoing**  
Status: **Published**

## Brief Summary of Unit

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Preschool students will experience the modeling of writing in a variety of genres throughout the day and their writing will be encouraged through guidance in writing their names, sharing writing lists, messages dramatic play, among many other means, and they will attempt individual writing using various writing implements on various surfaces. They will engage in book making and explore writing through examining books and texts.

In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

## Standards

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The standards in this unit reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship.

MA.K-12.1: Make sense of problems and persevere in solving them.

MA.K-12.5: Use appropriate tools strategically.

LA.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

AL.PK.9.4.2	Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).
ELA.PK.W.PK.1	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.
ELA.PK.W.PK.2	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.
ELA.PK.W.PK.3	(Begins in kindergarten)
ELA.PK.W.PK.4	(Begins in grade 3)
ELA.PK.W.PK.5	With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.
ELA.PK.W.PK.6	With guidance and support, use digital tools to express ideas (e.g., taking a picture of a

	block structure to document or express ideas, etc.).
ELA.PK.W.PK.7	With guidance and support, participate in shared research and shared writing projects.
ELA.PK.W.PK.8	With guidance and support, recall information from experience or familiar topic to answer a question.
ELA.PK.W.PK.9	(Begins in grade 4)

## Transfer

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## Essential Questions

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- How does a writer form and letter and letters that make a word?
- Readers can recognize important letter and words?
- What does a Writer look like?

## Essential Understandings

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Student demonstration of knowledge can occur through drawing with dictation, scribble writing, letter strings, and invented spelling

- letters are formed when writing
- writing can be explored in books, through examining displayed print, and identifying meaningful words

## Students Will Know

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- identify and use a variety of writing tools and surfaces
- Participate in shared research and writing projects with guidance and support
- Recognize that spoken words appear as written words
- Through technology, demonstrate and express preferences (taking a picture of a preferred item)
- Use a combination of drawings, dictation, scribble writing, letter-strings, and invented spelling to write their names and important words

## Students Will Be Skilled At

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## Evidence/Performance Tasks

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This course is designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher

will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

- arts and crafts dedicated to letter work
- class books with teacher supported writing by students
- Follow read alouds
- identify important words and letter
- interact with displayed texts and words

## **Learning Plan**

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- Lesson is infused with the use of conversations, songs, rhymes, and activities
- Centers are created and house materials that support writing skills
- Emphasis on letter that are in a student's name
- In large group, small group, and one-on-one work, teachers will prompt students to focus on activities that explore the foundations of writing
- Incorporate technology.
- Individual and group use of classroom book area
- Shared reading and read alouds will occur so students may read along
- Students will be provided with various writing implements and surfaces on which to explore
- Students will follow along in teacher guided readings
- Students will view and follow along as teachers read back dictations
- Students will view displayed labels and print throughout the room
- Teacher will model book-making and provide activities for centers that encourage book making

## **Suggested Strategies for Modifications**

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This link includes content specific accommodations and modifications for all populations:

[https://docs.google.com/spreadsheets/d/1vp4\\_sVkiJIcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit](https://docs.google.com/spreadsheets/d/1vp4_sVkiJIcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit)

- Continued one on one practice
- Extra Time
- Hand over hand support
- High interest books, with simple illustrations
- Incorporate accommodations and modifications of the students' IEPs
- Repetition
- various sized and textured writing surfaces
- various writing implements

- Visual supports