

Kindergarten Unit Overviews

UNIT 1: INTRODUCING OPINION WRITING

Why This Unit Is Important

This unit introduces opinion writing, using a variety of approaches to help students learn the purpose of opinion text and to identify its common features. Students study an exemplar text, see a teacher model how to write an opinion piece, then work collaboratively and independently on several different opinion pieces, culminating in a writing activity in which they draw on Knowledge Strand, Domain 2, *The Five Senses*, to write about their favorite sense.

Pacing Guide

| Writing Studio Unit 1 | Domain 2, <i>The Five Senses</i> |
|-----------------------|----------------------------------|
| Lesson 1 | Lesson 1 |
| Lesson 2 | Lesson 2 |
| Lesson 3 | Lesson 3 |
| Lesson 4 | Lesson 4 |
| Lesson 5 | Lesson 6 |
| Lesson 6 | Pausing Point |
| Lesson 7 | Lesson 7 |
| Lesson 8 | Lesson 8 |

Why This Unit Is Important

In this unit, students deepen their understanding of and ability to construct opinion texts. Using extensive scaffolding, it guides students through a review of domain knowledge, then draws on the writing they have already done to describe farms and farm animals in Knowledge Strand, Domain 5, *Farms*. Students gather information about farm animals (cow, sheep, pig, and chicken) to help them craft an opinion text explaining which animal they would want on their own farms.

Pacing Guide

| Writing Studio Unit 2 | Domain 5, <i>Farms</i> |
|------------------------------|-------------------------------|
| Lesson 1 | Lesson 4 |
| Lesson 2 | Lesson 5 |
| Lesson 3 | Pausing Point 1 |
| Lesson 4 | Pausing Point 2 |
| Lesson 5 | Lesson 6 |
| Lesson 6 | Lesson 7 |
| Lesson 7 | Lesson 8 |
| Lesson 8 | Lesson 9 |

Why This Unit Is Important

This unit introduces narrative writing, using a variety of approaches to help students learn the purpose of narrative text and to identify its common features. Students study exemplar texts, participate in shared writing activities, watch a teacher model how to write a narrative, and collaboratively write narrative pieces, culminating in a writing activity in which they draw on Knowledge Strand Domain 7 in response to the prompt “If we ruled the school _____.”

Pacing Guide

| Writing Studio Unit 3 | Domain 7, <i>Kings and Queens</i> |
|------------------------------|--|
| Lesson 1 | Lesson 3 |
| Lesson 2 | Lesson 4 |
| Lesson 3 | Lesson 5 |
| Lesson 4 | Pausing Point 1 |
| Lesson 5 | Pausing Point 2 |
| Lesson 6 | Lesson 6 |
| Lesson 7 | Lesson 7 |
| Lesson 8 | Lesson 8 |

Why This Unit Is Important

Students continue to develop their understanding of and ability to craft narratives in this unit. Using scaffolding, modeling, and examples, it guides them through a review of domain knowledge, then draws on the work they have already done to understand the seasons in the Knowledge Strand, Domain 8. Students use their understanding of the seasons to compose a narrative describing and sequencing the events that happen on a perfect day in the season of their choice.

Pacing Guide

| Writing Studio Unit 4 | Domain 8, <i>Seasons and Weather</i> |
|------------------------------|---|
| Lesson 1 | Lesson 4 |
| Lesson 2 | Lesson 5 |
| Lesson 3 | Pausing Point 1 |
| Lesson 4 | Pausing Point 2 |
| Lesson 5 | Pausing Point 3 |
| Lesson 6 | Lesson 6 |
| Lesson 7 | Lesson 7 |
| Lesson 8 | Lesson 8 |

Why This Unit Is Important

This unit introduces a variety of informative writing types, using a range of approaches to help students learn the purpose of informational text and its common features. Students study exemplar texts, see a teacher model how to write an informative piece, then write several different informational texts, culminating in a small group writing and presenting project in which they draw on Knowledge Strand, Domain 10 to describe colonial house building.

Pacing Guide

| Writing Studio Unit 5 | Domain 10, <i>Colonial Towns and Townspeople</i> |
|------------------------------|---|
| Lesson 1 | Lesson 3 |
| Lesson 2 | Lesson 4 |
| Lesson 3 | Lesson 5 |
| Lesson 4 | Lesson 6 |
| Lesson 5 | Lesson 7 |
| Lesson 6 | Lesson 8 |
| Lesson 7 | Lesson 9 |
| Lesson 8 | Lesson 10 |

Why This Unit Is Important

In the final unit expressly devoted to informative writing, students continue to develop their understanding of and ability to craft informational texts. Using extensive scaffolding, this unit guides students through a review of domain knowledge, then draws on the work they have already done in Knowledge Strand, Domain 11. Students use their understanding of this domain to craft a variety of informative texts, culminating in an informative essay describing the earth and why we should take care of it.

Pacing Guide

| Writing Studio Unit 6 | Domain 11, <i>Taking Care of the Earth</i> |
|------------------------------|---|
| Lesson 1 | Lesson 6 |
| Lesson 2 | Pausing Point 1 |
| Lesson 3 | Pausing Point 2 |
| Lesson 4 | Lesson 7 |
| Lesson 5 | Lesson 8 |
| Lesson 6 | Lesson 9 |
| Lesson 7 | Lesson 10 |
| Lesson 8 | Domain Review |

Why This Unit Is Important

Writing Studio for Grade Kindergarten culminates in a unit that presents students with an authentic writing opportunity—to compose text that will interest students’ family members in American presidents. Students select one of the three previously studied text types to compose their final piece of writing, then share it with peers and with the works’ intended audience.

Pacing Guide

| Writing Studio Unit 7 | Domain 12, <i>Presidents and American Symbols</i> |
|------------------------------|--|
| Lesson 1 | Lesson 5 |
| Lesson 2 | Pausing Point 1 |
| Lesson 3 | Pausing Point 2 |
| Lesson 4 | Pausing Point 3 |
| Lesson 5 | Lesson 6 |
| Lesson 6 | Lesson 7 |
| Lesson 7 | Lesson 8 |
| Lesson 8 | Lesson 9 |