

New Paltz Central School District
Writing
Kindergarten

Time	Essential Questions/ Content	Standards/Skills	Assessments
September - October	<p><u>Unit 1: Launching the Writers' Workshop: Personal Narrative and Science Journals</u></p> <ul style="list-style-type: none"> • What is writers' workshop? What is my job during writers' workshop? • How do I learn to write? • How do I share my writing with others? ----- • Introduce and model routines, structures, and key elements of the writing process and writers' workshop. • Small moments • Science journals 	<ul style="list-style-type: none"> • Establish and use routines. • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • With guidance and support from adults, respond to questions and suggestions from peers to add details to strengthen writing as needed. 	<ul style="list-style-type: none"> • Common Baseline Writing Assessment • Personal narratives • Science Journals • Teacher observation/ writing conferences
November	<p><u>Unit 2: Nonfiction Label Books</u></p> <ul style="list-style-type: none"> • What is a label? • What is a label book? • How do I label like a scientist? • How can I write my own label book? ----- • Label books are informational books and 	<ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	<ul style="list-style-type: none"> • Label book • Teacher observation/ writing conferences

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	<p>drawings gathered from personal experience or content knowledge. Each page depicts one aspect of the topic labeled with one or a few words.</p> <ul style="list-style-type: none"> Recording observations with accuracy and detail 	<ul style="list-style-type: none"> Copy letters and words from informational texts such as books, magazines, signs, charts, and own dictation. Use graphics and labels to communicate information from personal experiences. Use graphics and labels to communicate understanding of classroom science and social studies curricula. 	
December	<p><u>Unit 3: Writing Pattern Books About Families (Culture and Diversity)</u></p> <ul style="list-style-type: none"> What is a pattern book? How can I write my own pattern book? What common characteristics do families around the world share? What are traditions and why are they important? How do traditions unite people? Why do we keep these traditions? <p>-----</p>	<ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). With guidance and support from adults, recall information from provided sources to answer a question. 	<ul style="list-style-type: none"> Pattern book about families and traditions Opinion writing piece about a family tradition Student participation Class activities

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	<ul style="list-style-type: none"> Kindergarten children focus on the family, learning how families the world over care for each other in different ways, discussing family traditions, sharing favorite family foods, songs, and stories. People are alike and different in many ways. All people need others. All people need to learn and learn in different ways. My family and other families are alike and different in many ways. Many cultures are reflected among the families in our school. Every family has traditions, foods, songs, music, dances, and stories. Every family cares about each other, but they may show it differently. Every family has problems and works to solve them. People use stories, music, and celebrations to teach values, ideas, and traditions. Introduce idea of other alphabets. Kindergarten children will learn what an opinion is and how to express their own opinion about a familiar family tradition. Kindergarten children will create a pattern book using the information learned about families. 		

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January - February	<u>Unit 4: Personal Narrative/Authors as Mentors</u> <ul style="list-style-type: none"> How can my experiences become a story? ----- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Craft Revision 	<ul style="list-style-type: none"> Use a combination of drawing, dictation, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. Capitalize the first word in a sentence and the pronoun <i>I</i>. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). 	<ul style="list-style-type: none"> Picture book Teacher observation/ writing conferences
March	<u>Unit 5: Persuasive Letter</u> <ul style="list-style-type: none"> What is an opinion? How is it different from a fact? How can I use writing to share my opinion? Why and how do we write letters? ----- Letter format 	<ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. 	<ul style="list-style-type: none"> Persuasive letter Teacher observation/ writing conferences

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April	<p><u>Unit 6: Poetry</u></p> <ul style="list-style-type: none"> • What is a poem? • What kinds of words create powerful images in readers' minds? • How can we work together to understand the poems we read? • How can we use drawings, dictation and/or writing to tell others about our favorite parts of the poems we read? <p>-----</p> <ul style="list-style-type: none"> • Exploring word relationships and nuances in word meanings • Creating strong images with words • Identifying structures of poems • Peer conferencing • Visualization • Reading response • Producing and publishing writing 	<ul style="list-style-type: none"> • Ask and answer questions about unknown words in a text. • Recognize common types of texts (e.g., storybooks, poems). • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Use a combination of drawing, dictating, and writing to compose...pieces in which they tell a reader the topic...and state an opinion or preference about the topic.... • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed. • Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers.... • 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. • Speak audibly and express thoughts, feelings, and ideas clearly. 	<ul style="list-style-type: none"> • Teacher observation/writing conferences • Students' Poetry Writing checklist (for independent self assessment) • Published poem, presented in a digital form, such as a Photo Story or page of a Class Poetry Anthology • Descriptive Language Rubric (for teacher assessment of finished work)

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May - June	<p><u>Unit 7: All About Books</u></p> <ul style="list-style-type: none"> • How can I write to teach someone what I know? • How can I make sure my writing is clear to my reader? • How can I make sure my illustrations (drawings, diagrams, maps) are clear to the reader? • How can I use research materials to gather information about my topic? <p>-----</p> <ul style="list-style-type: none"> • Informational writing • Creating diagrams, maps, and informational drawings • Procedural writing • Begin to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing 	<ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • Participate in shared research and writing projects. • With guidance and support from adults, recall information from experiences or gather information from provided resources to answer a question. • Capitalize the first word in a sentence and the pronoun I. • Recognize and name end punctuation. • Write a letter or letters for most consonant and short vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • Copy letters and words from informational texts such as books, magazines, signs, charts, and own dictation. • Use graphics and labels to communicate information from personal experiences. • Use graphics and labels to communicate understanding of classroom science and social studies curricula. • Extract important information from pictures and/or text. 	<ul style="list-style-type: none"> • All About Book checklist • Teacher observation/writing conferences